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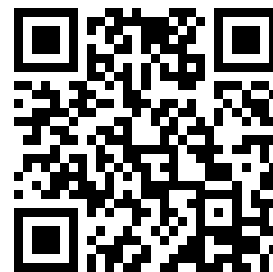
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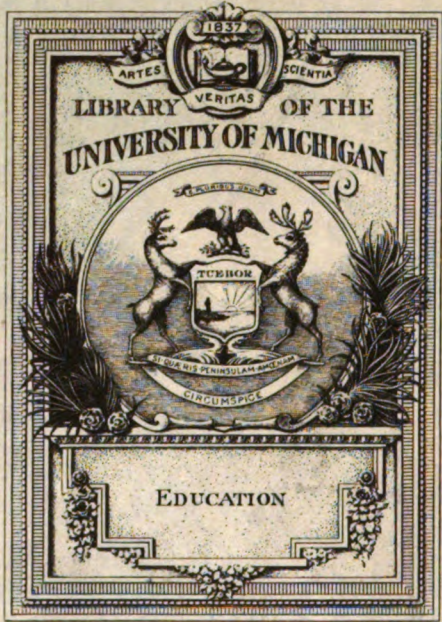
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THE EDUCATION-OUTLOOK

AND EDUCATIONAL TIMES

JANUARY, 1925

NOTES AND COMMENTS.

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

The New Year.

The year opens with a Government in power which is pledged to the development of education and is, moreover, in a position of security such as will afford no pretext for any breach of the pledge. The new President of the Board of Education has spoken in terms which show him to have little sympathy with the Geddes foolishness, and the Prime Minister has delivered before the London Teachers' Association an address which was marked by a clear perception of the place which our schools should take in the life of the nation. These pleasant words and worthy aspirations may possibly lose colour and shrink when they come before a Chancellor of the Exchequer who is reputed to have a filial regard for economy in public expenditure and a desire to reduce the income tax which he did so much to increase. Nobody doubts that the income tax ought to be reduced, but some of us hold that the reduction may be made without attempting to cripple education, which is essentially a constructive enterprise bringing a handsome return for every pound which is wisely expended. There are none so foolish as the critics who speak of the money spent on schools as being a form of "unproductive" outlay. With a well devised and vigorously conducted school system we might escape in a few years from some of the worst horrors of this bewildering era of peace.

A Co-ordinated Scheme.

Speaking at a meeting of members of his own political party, the President of the Board urged the importance of continuity in educational administration and expressed a hope that he might be able to arrive at an agreement with the Local Authorities for the submission of practical programmes of work to be carried out over a definite period of years. These programmes were to be accompanied by estimates of cost and thus it would be possible to take a long view and to establish that continuity of policy which was desired. This method is in harmony with the proposals of the Fisher Act, but much will depend upon the attitude of the central authority, which in its turn will depend upon the attitude of the Treasury. The confusion and exasperating delays of the past few years have brought upon the Board of Education much hostile criticism which ought properly to have been directed to the financial watch-dogs who have been guarding the nation's purse with the simple and indiscriminating fidelity of their canine prototypes. It may be that the Board could have dealt more firmly with the Treasury by pointing out that the Fisher Act was on the Statute Book, approved by the Legislature as the design for an education fabric which could not be erected without funds. That is an old story now, and we shall do well to pass on to a fresh effort to establish a real system.

Arbitration on Salaries.

In another column we print a vigorous letter from a correspondent who is evidently greatly moved by the reference of the salaries difficulty to an arbitrator. Without any desire to echo our correspondent's complaint in detail we confess that this failure of the committees to arrive at a settlement strikes us as a lamentable business. While recognising to the fullest extent the public spirit of Lord Burnham and his devotion to the search for an "orderly and progressive" solution of the problem which has baffled his committees, we are surprised that the fixing of salaries of teachers should be left in the hands of one man, however eminent and respected he may be. It cannot be denied that the remuneration of teachers is one of the most important factors in a system of education. It seems to have been forgotten that the rates of pay affect supply and instead of keeping steadily before their eyes the question of how schools are to be staffed adequately, the committees appear to have been wrangling over details and percentages as if they were concerned with a wages dispute in a commercial undertaking. In such a dispute an arbitrator may play a useful and even necessary part, but the salaries of teachers are part of the educational policy of the country.

Points of Principle.

During the war two Departmental Committees were appointed to consider and report on the principles on which scales of salary should be drawn up. The reports were perhaps none too helpful, since the idea of scales with automatic and regular increments was tacitly accepted. The same principle was embodied, with certain "excrescences," as they were called, in the Burnham Committees' Reports. Few people seem to have realised that such automatic scales, working on a national field, have the inevitable result of making it extremely difficult for a teacher to obtain a fresh post. A very few years of service will make a teacher too costly to be employed in preference to the cheaper beginner. Movement to new districts and the gaining of fresh experience become increasingly rare. Teachers themselves will be the worst sufferers in the long run and those who do not win promotion to headships will be in little better case than the mediæval farm worker who was tied to the soil which he ploughed. Such will be the result of trying to harness national scales of salaries to autonomy in local administration. The worst of these difficulties might be avoided if it were determined by teachers that they would act as a united profession, demanding a minimum rate of payment for their services in each grade, with such additions as are justified by individual efficiency, local circumstances, and perhaps even family responsibilities.

Teaching as Service.

Under this heading certain newspaper correspondents have been urging that our public elementary schools and State secondary schools offer a field of useful work for men and women who have passed through public schools and the old universities. It seems to be assumed that if such people come forward they will merit praise for their self-sacrifice and devotion. Before we adopt the tone of a missionary society seeking recruits for its work among savage tribes we ought to ask ourselves what reasons exist to deter men and women of liberal culture from becoming teachers in public elementary schools, where they will meet, not savages, but British children with an average intelligence quotient at least as high as that of Eton boys or Oxford men. The answer is that our public elementary schools too often reflect in their conditions and equipment the vicious notion that education must be doled out sparingly to the poor. It is taken for granted that a teacher in such schools must be paid at rates lower than his colleagues in secondary schools, even if he excels the latter in academic attainment and teaching ability. It is tacitly assumed that classes in public elementary schools may be twice as large as those in secondary schools, that playing fields are unnecessary, that the sanitary arrangements may be primitive, that the school floors need not be washed more than four times a year, and that the entire surroundings and equipment may suggest a prison with an exercise ground attached.

Cant or Sincerity.

For the public elementary school it is held to be necessary to seek teachers mainly among the ranks of those who are well accustomed to the conditions we have described. Until those conditions are completely changed the administration will be compelled to maintain the practice of enticing young people into the work by various forms of bribery. Of these the least potent will be the suggestion that by becoming teachers in public elementary schools young men and women of the "educated classes" will gain merit in return for their condescension. In the past they have sometimes gained the more substantial meed of an inspectorship, but in truth there is no room for condescension in this form of teaching. Those who undertake it should do so in the true professional spirit, with the feeling that the job is worth doing and that it will call for every ounce of energy, knowledge, and teaching ability that they can command. Children from working-class households are not fit subjects for patronage, nor more deserving of pity than the offspring of a wealthy upstart. Good education is an inalienable right of all children, and teachers who are zealous in securing this right for their pupils are of one company, wherever they may be working.

The "Religious" Question.

When the Balfour Act of 1902 placed denominational schools on the rates it was freely prophesied that their doom was sealed. The dual system has survived the Act for twenty-two years, but it is now clear that it cannot last much longer. Church schools are expensive to maintain and in many instances they should be condemned as unfit for any educational purpose. Realising this, the Church authorities are seeking a plan by which the aims of Church schools may be fulfilled, while the schools themselves are placed upon the public funds entirely. It is an example of the persistent difficulty which seems to prevail in the minds of sincere men and women, preventing them from seeing that parents who have a genuine desire that their children shall receive instruction in the tenets of their own faith, may use one day in seven for that purpose and enlist the abounding zeal of their own pastors. They may, with the ready help of these same pastors, provide additional instruction on week-days. All this could be done without calling upon teachers in State schools to give lessons in theology or enlisting indirectly the State machinery of compulsion in the service of religious denominations.

TO A FRIEND.

*If I should live your epitaph to write,
I shall not tell how you were good and wise,
Of single heart and honour pure as light,
The character you hold before men's eyes.*

*But I shall say that you felt sometimes weak,
And knew sad moments when depression came,
With eager tongue of unsuccess to speak
And cast dark doubts upon your slightest aim.*

*Thus all will learn you had your fight with life,
Yet bore it with what fortitude few can,
Gaining, beyond mere glory, from the strife
Scars and the right to call yourself a man.*

FRANK DALE.

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.

IV.—THE EVENING STUDENT.

BY PROFESSOR DAME HELEN GWYNNE-VAUGHAN, D.B.E.

The idea of evening education, or education for those who were earning their living in the day time, was perhaps the oldest of that group of new ideas from which, in the early days of the XIXth century, the University of London originated; but many years were to pass before a university degree came to be recognised as one of the legitimate goals of evening education. Meanwhile it was assumed that those on whom the responsibility of earning a living had already fallen would desire rather instruction in "the Principles of the Arts they practise and in the various branches of Science and useful knowledge," and the University of London at first gave degrees only to students following full-time courses at a limited number of affiliated colleges.

In 1858, however, a new charter admitted all who sat for examination as candidates for London degrees, and a demand arose among part-time students for teaching of a university standard. It is not always realised how great a benefit this type of degree, now known as external, conferred on those prevented by financial or other disabilities from following an ordinary academic course, nor is it always appreciated that the gradual widening of the academic outlook and the successive constitution of the Faculties of Science, Engineering, Economics and Commerce brought learning into touch with the practical side of life. Certainly the evening student responded to such stimuli. In 1870 Sidney Gilchrist Thomas, at that time a clerk in a police court, was led by his attendance at evening courses in chemistry to the discovery of the process of dephosphorization which bears his name and which has had far-reaching results in industrial England and elsewhere. Within the next fifteen years such men as Mr. Sidney Webb, Sir William Bull, Mr. Ramsay MacDonald, Mr. W. Pett Ridge, Sir Arthur Pinero, and Mr. Clement Shorter had taken advantage of the opportunity for evening work, polytechnics were in process of development, and the idea that a degree should be obtained by part-time study was well established.

To-day the University of London includes among its schools a college organised especially for evening and part-time students, of whom 950 have already graduated, and facilities are also available in other colleges and institutions having recognised teachers. One of the most interesting developments of recent years is the increase in the number of evening research and post-graduate workers; and experience has proved that effective work can be done by those who have only a few hours at a time to contribute. The leading characteristic of evening students, the enthusiasm generated by sacrifice, is no less marked among them than among their undergraduate colleagues. For it should never be forgotten that to devote one's spare time to learning after a hard day's work is a real sacrifice; the evening student has little opportunity for the luxuries of life, though such amenities as common rooms and playing fields have at last come his way.

Like the rest of us, evening students have the defects of their qualities. They have faced a hard struggle and are winning through, they are justly proud of their achievements, they are magnificently willing to help those at the beginning of the path they have travelled, but they are, perhaps, a little apt to regard the day student as belonging to a half-fledged, home-supported category. They claim, and with justice, that they can show as strong a collegiate life and as fine a corporate spirit as any in the University. At times they claim far more! I have known them, in and out of London, for nearly twenty years, and I can say unhesitatingly that, for pluck and perseverance, they are impossible to beat and hard to equal; what they lose in time they make up in capacity and experience.

It is often questioned whether evening education is not a temporary expedient of our imperfect system rather than a permanent need; it is suggested that every young person should pass through the University before he becomes self-supporting and that, to those who can benefit by post-graduate opportunities, opportunities should be given in full measure—and for full time. Undoubtedly the educational ladder should be widened from the single-file scramble which that term suggests to the dimensions of a road that can be traversed in column of eight, but I believe that every teacher will agree that under no circumstances can it be an easy road, or a road for all to tread. The most we can hope is that it may become a road from which none are debarred save by their individual lack of capacity. Whether the road be broad or narrow, so long as it is not for universal use, selection must sooner or later be exercised, either, as too often at present, by financial stringency, by the examiners of eleven-year-old candidates for scholarships, or by some saner and more effective method.

The evening student is essentially the man or woman who, being rejected in the process of selection, backs his own luck and determines to select himself. Usually the disability is financial, not necessarily a matter of absolute poverty, for he may be too well off to obtain a Council scholarship, and yet not sufficiently endowed to accept a leaving scholarship and devote another three years to study in a non-earning capacity. He becomes his own exhibitor, earning himself the money to pay for his course, and his selection is very often justified. From this point of view, if the principle of the *carrière ouverte aux talents* is to be adhered to, so long as selection lasts, and however much the financial aspects of selection may be improved, provision must be made for the evening student.

Supposing, however, that the qualifications for a first degree should ever come to coincide so closely with the average capacity of mankind that every normal young man and maiden reached the graduate level before beginning to earn, then the selection process will shift to the post-graduate level, and the evening student will remain the man or woman who, though not selected, is

prepared to back his luck. In those Utopian days, either by the increase of knowledge or by the lowering of the standard of the first degree, the field of post-graduate study will be far wider than at present, and we may be sure that the field for original investigation will be no less wide. The full-time investigator is perhaps a little apt to become divorced from the ordinary complications of men and things; the evening student, then as now, will bring to his research a practical experience of affairs, and will take back to his daily work in the office or the schoolroom some of the awe and freshness of those who are pushing out into the unknown.

A BEN JONSON REVIVAL.

It has often happened that dramatic enterprises have flourished under apparently unfavourable circumstances. To produce for the first time in three hundred years a number of Elizabethan plays of the highest critical importance would be a creditable achievement for any society of leisured and wealthy amateurs. As a matter of fact, the work has been quietly and unostentatiously done by the students of Birkbeck College, now the Evening College of the University of London. There has very wisely been no attempt to compete with the professional stage, and the players have constantly endeavoured to give literary students an opportunity of testing the dramatic quality of works that are read by all, but that can be seen on no other stage. It is astonishing that we had to wait for the Birkbeck students to give us a play so notable as "The Spanish Tragedy," and it is a proof of the scholarly nature of their enterprise that in the very moment of its revived importance they should have presented the play of "Sir Thomas More."

For choosing as their seventh play Ben Jonson's "The Case is Altered," which drew a crowded house to Birkbeck Theatre on a recent evening, the players have advanced cogent reasons. It is an accepted critical hypothesis that Jonson's earlier and discarded works were in the usual tradition of the Elizabethan romantic drama, and of these the best example is "The Case is Altered," with its simple story in the manner of Greene, and with its obvious debt to Marlowe. This play, in fact, along with the beautiful and latest fragment of "The Sad Shepherd," affords us the readiest means of comparing Jonson and Shakespeare. The comparison tells so heavily against Ben Jonson that it suggests to us at once a prudential reason for his avoiding the encounter by turning aside to his own province of "humours." In "The Case is Altered" there is even a hint of this intention, and an interesting foretaste of Ben's relish for literary fisticuffs.

"The Case is Altered," like so many of these old plays that are criticised in the study and not in the theatre, has been consistently undervalued. Live are these dramatists, skilled in technique. Jonson leaves a vast deal to the actor. It was a pleasure on December 6th to hear this neglected play proceed to an accompaniment of laughter, but only the very few who had read the play, and were probably repelled by it, could have appreciated fully the skill and enthusiasm with which its latent humour and humanity were developed.

J. H. L.

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

January, 1850.

THE WOES OF AN USHER.

(From "Recollections—By an Ex-School Assistant.")

"There were about twenty boarders, and perhaps thirty other pupils joined us for the day; each class of scholars paying liberal terms.

"I was in my seventeenth year, with no experience of teaching, receiving no salary for the first half-year's services, and moreover paying an indirect premium; the introduction of a boarder, a member of my family, being a condition of my engagement.

"The entire work, I may almost say management, of that school of half a hundred respectable, fee-paying boys, was left to me. I rose early and called them; watched over them in their dressing, sports, walks, and meals; taught them in their school hours everything; let the day-boys in, and watched them down the street when they were dismissed at night; endured all the waywardness of the undisciplined score of boarders, one or two of whom were my seniors, during the long evenings; and had not a moment's relief from mental and physical exercise till they were in bed, rarely before nine at night, when a precious hour or two became my own."

GLEANINGS.

A Note on Psychology (from an article by J. B. S. Haldane in "The New Republic").

Why then am I not a psychologist? Because, with all respect to psychologists, I do not think psychology is yet a science. Mechanics became a science when physicists had decided what they meant by such words as weight, velocity, and force, but not till then. The psychologists are still trying to arrive at a satisfactory terminology for the simplest phenomena they have to deal with. Until they are clearer as to the exact meaning of the words they use, they can hardly begin to record events on scientific lines. Moreover, I do not believe that psychology will go very far without a satisfactory physiology of the nervous system, any more than physiology could advance until physics and chemistry had developed to a certain point. This is not to say that physiology is a mere branch of physics or chemistry, or the mind a mere by-product of the brain. But it is a fact that we can only know about life by observing the movements of matter. You may be the most spiritually minded man on earth, but I can only learn that fact by seeing, hearing, or feeling your bodily movements. As the latter depend on events in your brain I may as well get some information about those events. To study psychology before we understand the physiology of the brain is like trying to study physics without a knowledge of mathematics. Physics is more than mathematics, as matter is more than space, but you cannot have the one without the other.

A "SELECT" PRIVATE SCHOOL IN THE 'SEVENTIES.

I.

My first "Private School" was conducted in a house of the early Victorian pattern, at St. John's Wood, during the later 'Seventies.

This house possessed a large room on the first floor divided by folding doors. When these doors were open the space served for the main schoolroom.

There were twenty to twenty-five of us—boys and girls. The staff consisted of Mrs. S., the proprietress, and her three daughters, the youngest being about sixteen.

My first impression of Mrs. S. was rather terrifying. She was obviously stout, had a visible moustache and several chins, and was severe and haughty in deportment and address. Horror of "vulgarity" in any shape or form was her obsession. A frequent aphorism of hers was "It's worse than wicked—it's vulgar!"

With apologies to recent inventors, I mention with diffidence that we were taught mainly on what is now called the "Dalton Plan," and there was very little class teaching. The staff indeed possessed the slenderest of qualifications and had no gift or aptitude for teaching, but they were not unkind, and did their best.

They had passed no public examinations and there was more than a faint suggestion that to do so was unladylike or even "low." Board school teachers had to pass examinations. Dreadful places these Board Schools, where 2d. or 3d. a week was paid in fees and "young persons," to quote Mrs. S., of quite negligible social status received scandalously high wages. "Two-penny schools!!"

Manners and deportment received much attention, and common or vulgar children were held up to us as awful examples. We were "select," and tradesmen's children were not, in theory, admitted. But I suspect that Mrs. S. found herself only too often in the predicament of the apothecary in "Romeo and Juliet."

However, "Board Schools" were always referred to with befitting contempt. My father was, by the way, the head master of a British School. This was bad enough in all conscience, but to my dismay I learnt that he contemplated a further social descent, and was applying for the head mastership of one of those benighted institutions so scorned by Mrs. S. I devoutly hoped that this would never come out—or that I should leave the school before such a regrettable incident became public.

The use of the globes and calisthenics were mentioned in the prospectus, but the former subject remained a mystery and the latter resolved itself into a few perfunctory arm exercises at rare intervals. Dancing lessons were given indeed, but they were "extras" and out of school hours.

Religious instruction of an "undenominational" kind was imparted mainly with the aid of "Pinnock's Scripture History," and occasionally we had *viva voce* examinations of the vaguer sort on selected episodes and biographies from the Old Testament.

We worked interminable examples from "Colenso's Arithmetic," mainly of the straightforward kind, including lengthy sums in compound multiplication and division, and a profusion of "weights and measures."

Occasionally, examples that we couldn't do were explained to us. It was strongly suspected that the governess looked in the key before venturing on an explanation. There were always awkward "remainders" in the weights and measures sums which we never learnt how to handle. The key apparently threw no light on this difficulty. We never "reached" decimals. Once or twice a term there was "mental arithmetic."

Geography, history and grammar were mostly learnt from the text-book, and we were afterwards questioned on what we had done.

For the first named subject we used a book of questions and answers, much in vogue at the time, called "John Guy's Geography," and I remember parts of it to this day. It began, "Geography is derived from *ge*—the Earth, and *grapho*—I write." The author then proceeded to state that the earth was an oblate spheroid, and that it was round like an orange. This latter I now think was rather an unfortunate analogy. Then followed the dimensions of the earth and the various geographical definitions, John Guy kindly supplying Latin derivations as we went on, *e.g.*, *pene*—almost, *insula* an island. There was one atlas in the school and one globe—but the latter was never used. There were also a few miscellaneous wall maps, much out of date even for those days. Africa was popular—such an easy coast-line to draw, and so much inside it then "undiscovered." Now and then there were references, usually vague, to such things as the Equator, Latitude, Longitude, and the Gulf Stream, and certain facts about the countries and peoples of Europe.

I remember that Russia was very cold, and that the people always wore furs, and used sledges in which during winter time they were often pursued by wolves (this latter fact caused me more than one sleepless night). We also learnt that Russia was famous for tallow. Italy had blue skies, was sunny and warm, possessed a volcano, and produced wine, pictures, and macaroni. A first-hand association with this country was afforded by the presence of the hurdy-gurdy and ice cream men. One of the former used to grind the popular song of the day outside the school. It was "Tommy make room for your Uncle."

Spain was famous for bull fights, cork trees, and nuts—we consumed Barcelonas freely in school—and both Italians and Spaniards wore handkerchiefs round their heads instead of hats or caps, and used knives instead of (as was right and proper) their fists in settling disputes. This latter fact at any rate made a deep impression on us.

Paris was the capital of France. Frenchmen dressed absurdly as a rule and made silly mistakes when trying to speak English. They also ate frogs, did not like tea, and their conduct and morals in general left much to be desired. The Germans had beaten them as they deserved in the late war.

The Rhine was the chief river in Germany and the Germans were very fond of it, and would even cry if you mentioned it to them while in a foreign land. The Swiss also suffered much in the same way. The Germans were very fond of eating large sausages and smoking big

pipes. As far as we observed they preferred music when in England (as a profession) and did not compete with the Italians in the ice cream and baked chestnut industries.

Columbus (misguided man) discovered America in 1492.

So much for our physical, political, and regional geography—with a humanistic bias!

Grammar was a dull business. We started by reading about a now discarded part of speech, "the article," and learnt that the word was derived from the Latin *articulus*—a little joint. Mysteries such as irregular verbs and the potential mood were referred to, but we never understood what they meant. Sometimes we were told to write out the parts of speech in a passage, and we usually did the nouns and guessed the rest. Our class reading book was chiefly concerned with "Hunting in South America," and the exploits of a half breed called Tony. One episode I still remember—the party had lost their way and were starving, but by great good luck reached a farm house and were saved. They were regaled with boiled mutton and turnips, and apologies were made for the plainness of the fare. "Head of Apicius," remarked the hero, "what a banquet!" I often wondered who Apicius might have been.

As to general reading we were allowed to make use of the library, which consisted of a few shelves containing about forty or fifty miscellaneous volumes. Some of these would doubtless be remembered by people who were children in the 'Seventies.

Amongst those I read were (1) "Sandford and Merton," and at that time I admired *Harry* and greatly respected *Mr. Barlow*; (2) "The Swiss Family Robinson," this was the general favourite, but not mine; (3) "A Peep behind the Scenes" and (4) "Christy's Old Organ"—these two were of the melodramatic tract order; (5) "Erling the Bold," by Ballantyne; (6) "The London Apprentice," by Pierce Egan; (7) "True Tales about India"; (8) "Some Peter Parley's Annuals"—these contained good stories, but they were illustrated by atrocious coloured plates; (9) "Willie and Lucy at the Seaside."

There were also some other books containing theological subject matter which we did not investigate, and there were bound volumes of *Cassell's Magazine* and the *Sunday at Home*.

Many of these books were published by the Religious Tract Society, and indeed a pronounced moral and didactic tone ran through nearly all of them. A popular series about a certain "Willie and Lucy" well illustrates this tendency. The first volume was "Willie and Lucy at Home," and then followed "Willie and Lucy at the Seaside," "Willie and Lucy at School," "Willie and Lucy Abroad," and I believe there were several more. In the second volume of the series referred to above the father, *Mr. Gray* and *Willie* and *Lucy* were walking on the sands. *Mr. Gray*—appropriately equipped for the occasion in a tall hat, frock-coat, patent buttoned boots, gloves, umbrella and side whiskers, was pouring out information of an improving and instructive kind to *Willie* and *Lucy* who for their part, far from being bored, greedily

demanded more—and still more! They never had enough. Everything they saw demanded explanation, and their indefatigable parent always rose, and indeed jumped or flew, to the occasion. There seemed to be no limit, either to that worthy man's encyclopædic knowledge or his eagerness to impart it. Certainly he was never interrupted.

A railway tunnel was remarked and *Willie* failed to see the necessity for it. "Couldn't the train go over the hill," he asked. Alas, there was a page missing, and to this day *Mr. Gray's* reply is lost to me. No doubt he was most exhaustive and conclusive on the point.

Willie then rashly explored the contents of a pool in the rocks, and was caught by a crab. He writhed in anguish while *Mr. Gray* calmly and deliberately improved the occasion at length. *Lucy* is convinced—she always is, and even gently reproves her unfortunate brother. *Willie* is convinced, too, in the end, but we feel that the author here strains probability for the sake of pointing a moral. Both these remarkable episodes were thought worthy to be illustrated by crude coloured plates. It seems strange to us, but these books must have been very popular at the time.

It was before the days of the *Boys' Own Paper*, but we sometimes read a periodical called *Young Folks*. Unlike the majority of publications for the young, it was not semi-religious in tone, and consequently conveyed a suggestion of forbidden fruit. There was a wonderful hero called "Silver-spear," and later came "Ralpho the Mysterious," or "The Young Swordsman of Warsaw." It was in this paper that "Treasure Island" and "The Black Arrow" first saw the light, and there I read them in short weekly instalments.

We memorised some pieces of poetry. I remember best the "Wreck of the *Royal George*," "The Charge of the Light Brigade," "The Burial of Sir John Moore," "Hohenlinden," "Blenheim," "A Canadian Boat Song," "John Barleycorn," and Mrs. Hemans' "The Graves of a Household." A mixed bag. We could not be sure why the *Royal George* sank, and for some reason the boys much enjoyed "John Barleycorn," and declaimed it with gusto, while Mrs. Hemans almost moved us to tears. I think though that I preferred "Hohenlinden."

(To be continued.)

SCHOOL READERS IN INDIA.

The *Times* correspondent, writing from Allahabad on November 19th, relates that:

In the Allahabad High Court one Baijnath Kedia, of Calcutta, publisher of a number of Hindi Readers for use in schools, has just applied for the setting aside of an order of the United Provinces Government confiscating all the copies of six textbooks.

The Chief Justice, in his judgment, said the compiler had manifestly collected all the seditious utterances he could find, page after page containing sentiments hostile and insulting to the British Government. In the opinion of the Court the Readers had been compiled with the determination to corrupt the minds of children, and came within section 124a of the Penal Code. The application would be dismissed with costs.

LETTERS TO A YOUNG HEAD MASTER.

By T. AND B.

IX.—THE PIRATE BUSES.

MY DEAR W.,

One of the things which most distress the head master of a public secondary school is the gullibility of the British public in matters of education. The average man seems completely at the mercy of any shrewd gentleman who cares to issue a bogus prospectus or to open a bogus educational establishment. In fact, the only people who are making a large sum of money out of education in these hard times are those who are deliberately exploiting the public. It is, of course, our own fault, because we have never yet been strong enough professionally to insist upon every teacher "plying for hire" being on the Register of Teachers as qualified professionally. Were we to make it impossible for any unqualified person to take fees, or to enter into a contract to do for fees what he is not professionally qualified to do, we should help the general public very much. It is not to be wondered at in these days of initials that they fail to understand what A.C.I.S. means and that it has no connection with Galatea and that A.C.W.A. is respectable if obscure. A.I.W.P. would be an interesting new title for some of these gentlemen—Associate of the Institute of Writers of Prospectuses—and one feels that there are four letters which describe accurately a person who is taken in by this alphabetical display.

Time after time the head master of a secondary school is approached by parents who tell him that they wish their children to leave his school and to go to some private venture college where they will be prepared for a particular examination only; where there will be no unnecessary teaching in Scripture, Art, or Music; where the boys will not be worried to take gymnastic exercises, or the girls physical drill. I have even had the extraordinary felicity of hearing a boy himself state that among the advantages he hoped to gain by leaving school to join tutorial classes was that he would not waste so much time in school holidays—a *rara avis*, indeed!

Of course, these colleges, being money-making concerns, will take anybody's fees and will promise all sorts of things. They give out their prospectuses at the secondary school doors in their zeal for the public weal. They adopt the protective mimicry of doing some public service; their prospectuses are smug; they assure you a career of triumphant success. They only exist for your good! They want to give you a life of higher meaning and value, to open to you the path of knowledge once denied to all but the few, now broadened and levelled and offered to you if you have the necessary cash to pay their charges.

Some of the girls' high schools have cut the ground from under the feet of these people by providing secretarial training courses in school, and some of the larger cities have developed High Schools of Commerce which have the same end in view, but what one feels is the hopelessness of the parent when presented with a list of qualifications and titles which are practically valueless and of which he knows nothing.

A friend of mine, an Anglo-Indian, had two boys at school in the South of England and asked me to enquire into the credentials of the man who owned the place, and I found that the only evidence of scholastic attainment the master had at all was that he was at one time an unsuccessful candidate for the "Indian Civil" himself.

On the preparatory side of school work the same trouble exists with the private schools which are open for young children, and which are used by parents who do not want to send their children to the elementary schools and for whom there is no public preparatory accommodation otherwise available. I grant that a good case could be made for insisting that all children should pass through a primary school; but, as things are at present, it is very difficult to persuade mothers who are careful in matters of personal conduct and in refinements of personal behaviour to run the risk of sending children to schools where they may pick up bad habits. This is not snobbery, though it is often said to be so. It is an over-sensitiveness, if you will, to certain social considerations; but the consequence is that any person who cares to open a private school for young children may do so. The rooms employed are usually unsuitable, often insanitary; the teachers are almost invariably without any qualification. Not far from me at present is an institution of this kind where the business board of "Tailor" still remains to show the double nature of the rooms engaged. Tinker, tailor, soldier, sailor"—anyone may call himself a teacher. No doubt there have been good teachers who have come from these callings, and there is still a large number of admirable private schools under well qualified teachers; but we have not yet educated our people to believe that it is important that they should have as reliable professional service done for them in education as in dentistry, medicine, or law.

In the old days brilliant quacks like "Sequah" disported themselves in country districts with coloured caravans, and pulled out teeth by the thousand and sold panaceas for all kinds of ill. I suppose accidents did sometimes happen. One has heard that jaws were occasionally broken. Some of these people made fortunes; some of them made mistakes; but it was all tolerated because any one was free to act as dentist if he liked. Now you may be assured that if you want dental or medical assistance you are entitled to receive it from a qualified practitioner, and that if anyone pretends to be a qualified practitioner he may be punished by the law.

It is all very disturbing, though slightly amusing, but you may occasionally in your address to parents, and especially in your interviews with parents, tell as many members of the British public as you come in contact with how great are the evils of the whole system, and how far-reaching the mischief that we have allowed to be done in the name of Freedom.

Yours, B.

MY DEAR W.,

There are two things in your last letter which I want to comment on. The first is the disappointment which three of your monitors have caused you. I am not going to defend them, or to attempt to palliate their offence. But I am going to warn you that you must expect an occasional disappointment such as you have described. Your best boys will fail you badly at times. After all, they are only boys. And I am inclined to suspect that you lade your monitors with burdens of responsibility too grievous to be borne on such young shoulders—many head masters do. Under these burdens, some boys are sorely oppressed, and lose the *joie de vivre* which they ought to have at that age. I heard a story about one such boy which made a considerable impression on me. Asked during the vacation how he had enjoyed his first term at the 'Varsity, he replied "Splendidly." Further questioned as to what he had found most enjoyable, he said, "The absence of responsibility: at school it was like a ton weight. I could do as I damn well liked at Oxford." Other boys become prigs. Others break out, as your three have done. You say indignantly, "Surely I ought to be able to trust my top boys." Yes, I agree they ought to be trusted far, but not illimitably—do not try human nature too severely—there is a great deal of it in boys. And every head master ought every week in term-time to read I Corinthians, chapter xiii.

"Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal.

"And though I have the gift of prophecy, and understand all mysteries, and all knowledge, and though I have all faith, so that I could remove mountains, and have not charity, I am nothing."

Strangely enough the young man who rejoices in his freedom at the 'Varsity may after a few years welcome the responsibility and interest of an assistant master's job—the trade, mystery, occupation, or profession of teaching often has a wonderful appeal to the right type of man. I have just had a letter from an old pupil who has been teaching for four years. He says, "I've been here now for four years and I do not think I ever realised how deeply attached to the place I have grown or how much of my loyalty and affection it has obtained. Looking back the past four years seem to have been the happiest I have ever spent. I have always been anxious and glad to get back after the holidays. Of course I have been very lucky. . . . Everything in fact induces a man to give of his best until now practically all my waking hours are spent in the school buildings." This particular youth was in the Navy during the war and has been gazetted Lieutenant in the Naval Reserve and will in future spend his holidays at sea with the fleet. He rejoices that he will get a holiday with old pals and draw naval pay for his holidays. Of course a young man like this is bound to keep fresh and vigorous, and, as he is games master at the school, he has plenty of fresh air and exercise, and the delight of living with young people and playing with them

For, as Robert Louis Stevenson reminds us—

"To miss the joy is to miss all."

The second thing is your Speech Day. You say that you were disappointed both with your own speech and

that of the chief speaker invited to give away the prizes. You will have to get used to these disappointments also. Time was when I not seldom used to feel cold water running down my back in listening to the chief speaker at my own function, but now I am quite resigned. And you must admit that it is particularly difficult to speak to boys effectively. I always think that if a speaker succeeds in impressing an audience of boys, he need not fear any audience in the world. It would not be right for me to imply that all the speakers who have been to my school have failed. Do you know — ? He was — in the Coalition Government. He came to my Speech Day some few years back, and delivered a longish patriotic speech without a single false note—a very great achievement indeed, in my opinion, for there is no subject on earth which it is harder to treat without a jarring note than patriotism. So different from old General —, who harangued my corps on love of country, and was very pleased with himself afterwards. His self-satisfaction would have been diminished if he had learned what one of my masters overheard a boy saying: "What tripe that old General talked! I wonder the head did not stop him" (a subtle compliment to my position, by the way, which I cherish greatly).

I am sorry I cannot tell you how to make a good head master's speech at a Speech Day—I have never learned myself. Last time, for the sake of variety—I was tired of the usual description of the activities, achievements and aims of the school—I essayed some mild chaff of the boys, which seemed to please the audience, as follows:—

"When I came here first, I asked the senior member of staff what sort of boys there were in the school. He answered, 'They are charming boys. They will do anything for you—except work.' Like all epigrams, that is only partly true. The great majority of boys *do* work." The boys cheered this until I added, "under pressure. There is not the slightest justification for any anxiety about over-work in a boys' school. Nor is there any ground for suspecting any degeneracy in the modern boy. In a world full of change, the character of the British boy is changeless. He has his own particular code of morals, and there is many a worse: and at any rate he *does* live up to his code. He has a very strong sense of justice—as applied to himself. He is generally a lover of truth, and he loves it so much that he does not want to be extravagant with it. He is a perfect expert in giving an answer which is literally correct, without revealing all the circumstances. He is also a wonderfully good actor. When I go into a room in which the boys have been left to themselves for a few minutes, the rapidity with which their countenances change from those of Robin Goodfellows to those of plaster saints is extraordinary."

I will wind up with a story. At a famous public school some years ago, the masters' common room started discussing school discipline. The French master, who was a Frenchman and a *bon viveur*, not absolutely at home in the intricacies of English idiom, delivered himself of this apothegm: "There are two kinds of school discipline, the loose and the tight. For myself, I am tight." And, to his utter astonishment, his colleagues cheered him rapturously.

Yours ever, T.

THE SCHOOLING OF A LABOUR LEADER.

By S. T. H. PARKES.

NOTES FROM THE LIFE OF THE RIGHT HON. THOMAS BURT, M.P.

Thomas Burt was born 12th November, 1837, at a small colliery village called Murton Row, in Northumberland. His home was a typical cottage of the north country miner, consisting of one room, "bedroom, sitting-room, kitchen, and bath room," with an attic, approached by a ladder, "that could be used as a sleeping room if the family grew numerous." His forbears were pitmen; his father, Peter Burt, was a man of some culture and a lay preacher among the Primitive Methodists. His mother's people, the Weatherburns, had been small farmers for many generations. "No children in the purple could have had better or more loving parents than mine," said the son, after many years, and he amply repaid their devotion. He eventually discarded Methodist doctrine for "a rather detached interest in Unitarianism"; but father and son remained inseparable cronies to the last, their mutual love undisturbed by either of those estranging elements—religious differences, or success.

The boy's schooldays, all told, would cover a period of about two years. They began at a dame's school, where the wife of a pitman dispensed on a basis of averages and compensations a precarious justice. Short-sighted, she would fling the tawse with uncertain aim in the direction of any "undisciplined sound," and the child nearest to where it fell returned the leathern weapon and received the punishment! Under three pedagogues, one an ex-pitman, another a bully, the future Privy Councillor learned to read and write and do easy sums in arithmetic. At a Methodist Sunday School he achieved early success as a reciter. It was a passage from the Bible that he declaimed: "The wilderness and the solitary places shall be glad. . . ." Hunger for learning came later, but at this stage he was eager to begin work in the pit, and resisting all persuasion to attend day-school a year or two longer he started as a "trapper-boy" at Haswell Colliery on the completion of his tenth year. Pugnacity showed itself at a somewhat early age and he was the hero of more than one Homeric contest. From his fourteenth year until he was twenty-two he worked in the colliery at Seaton Delaval, and at eighteen became, through the failure of his father's health, the main support of the family. His next move was to Choppington Colliery, and here he gained "the first recognition by his brother miners of the wonderful organising powers he afterwards displayed"—he was appointed secretary to the colliery school, managed by a joint committee of masters and men. This class of school marked an improvement on the adventure schools, whose teachers, "only slightly in advance of their scholars, were a disappearing race."

In an earlier chapter of the Biography a glimpse is obtained of a baby cousin, Mary Weatherburn, whom the young Tom Burt wheeled about in a little home-made carriage. She was now grown into "gracious-minded" womanhood, and to these two, companions from childhood, life apart seemed unthinkable. "I was married at Bedlington Church," said Mr. Burt in a speech to I Bedlington people towards the close of his career. "I

count that unreservedly the best day's work I ever did in my life."

About his sixteenth year he had spent his first savings on a book; and at Seaton Delaval began his intellectual awakening and that remarkable course of self-education which justified the tribute of a Parliamentary colleague that the member for Morpeth was "one of the best read men in the House of Commons." The first free library had been opened in Manchester in 1850, but at this time there was no free library at Newcastle. There were, however, some inviting bookstalls in the market place where wonderful bargains in second-hand books could be picked up. Burt and some other young miners at Seaton Delaval had formed themselves into a kind of mutual improvement society, and whenever they were in funds these enthusiasts would walk sixteen or eighteen miles to Newcastle and back on a visit to the bookstalls, "returning on each occasion with some new treasure." Extension Lectures in those days were as far to seek as free libraries, but Burt found in a chance volume of Channing's Essays an early guide to English literature, and he eagerly bought whatever he could afford of Milton, whether in prose or verse. To his small library were soon added Cowper, Wordsworth, Longfellow, and Pope. Gibbon's "Decline and Fall" in Bohn's edition of seven stout volumes was added by instalments; and this led to a gentle protest from old Peter Burt, the lay preacher. He, worthy man, would have preferred Addison, who had written in defence of the Christian religion—was he not also a writer of beautiful English?

Those were arduous but halcyon days when, despite a week of hard work in the pit, on summer Sunday mornings the young man would be out in the fields by four o'clock, reading his Milton or his Gibbon. He found an incentive and help in Todd's "Students' Manual," an admirable but now neglected book, and he was a zealous subscriber to Cassell's "Popular Educator," to which two Prime Ministers, Mr. Lloyd George and Mr. Ramsay MacDonald, have borne grateful testimony. To these Burt added the "Educational Course" of the same public-spirited firm. With these aids, and the "Imperial Dictionary," he was able to get some knowledge of Latin and French. Without the help of a teacher he also acquired an adequate mastery of Pitman's shorthand. Thus surely, though without conscious design, he was fitting himself for his future career. Whether speaking or writing he became master of a clear, forcible, and literary style. His knowledge of French proved useful at International Congresses, and as to Latin, "the ordinary quotations made in speeches . . . never presented any difficulties to him."

Mr. Watson's Biography closes with a great victory in the Liberal interest at Morpeth in 1906. Thomas Burt died 13th April, 1922. Equality of opportunity was his ideal, and of the educational bridge he helped to build he saw the goodly structure; more marvellous in his eyes would have been the recent spectacle of Labour's host marching over it to responsibility not singly, as in his own time, but in battalions.

ART.

Experience teaches us that there is none so conservative as the confirmed revolutionary. If the label on the box is wrong he rejects the goods. Good business, unsound philosophy. In Walter Sickert, A.R.A., he sees Walter Sickert damned. Now why? Having told ourselves for years that the Academy rejects everything good and encourages the meretricious, presumably—being men of principles—we must assume still the validity of this judgment. What the Academy accepts is bad: The Academy accepts Walter Sickert, therefore Walter Sickert is doomed. Very logical, but falsely premised. Let us at least be generous enough to congratulate the Academy on its, this time, unimpeachable choice. We all hold our own opinions. I personally believe that Mr. Sickert's art puts the members of the R.A. in a flutter even now. I imagine them saying aside, "A member of the London Group—really!!" I believe they are looking for a possible President who is not only a great personality, but the rarest of after-dinner speakers. Whatever their motives their action must have our whole-hearted applause.

Much has already been said and written upon the art of Marie Laurencin, now on view at the Leicester Galleries. The various critics, by the unanimity of their opinions, tacitly suggest that she is an artist not difficult to understand. This is indeed the case. The whole of modern art is a guide to her means and within these means she continues, in her own piquant and individual manner, to say the same thing over and over again. And her utterance is intensely, intriguingly feminine, fanciful and non-controversial. She attacks no problems, there is no evidence of striving, but rather she remarks whatever comes into her head. We are not accustomed to call such work great painting, but we are bound to admit that Marie Laurencin has a distinctive genius. In front of her work we forget for a while our masculine scruples and wonder whether this is not the best function of art. It is the old story of the dominating personality, but dominating here not by obvious power, rather by a subtle permeation, too spirituelle, too humorous, to be narcotic.

In the same gallery there are shown some exhibits under the somewhat puzzling title of "Flower Sculpture." Mr. Aldous Huxley has allowed himself to be led away on this subject and demonstrates to us how little will kindle the fancy of an imaginative writer, with his charming and witty account of the finding of the golden flowers in the Incas' temple by Pizarro the Conquistador (humorously misprinted as *Pisano* in my catalogue). I, too, share Mr. Huxley's delight in artificial flowers, but hardly of every sort. Propriety of medium belongs to every branch of art. We might even say that a work of art, while not disguising what it is, sets out to make you think of something else. Who has not admired the Spanish paper flowers, or those made out of shells or others made out of feathers. These have a great deal of charm—until they get dusty; but their beauty is more in their creative than imitative qualities. Indeed to attempt a rivalry of those particular qualities which attract us to natural flowers would seem to be the limit of folly and yet this is what Mrs. Robinson does.

RUPERT LEE.

MUSIC IN SCHOOL.

BY J. T. BAVIN.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

I.—LISTENING TO MUSIC. THE GRAMOPHONE AID.

Good listening I hold to be the most important part of a child's introduction to music, and it is the part which can be begun with ease and enjoyment at a very early age. Yet it is often neglected even to-day, when musical education has made such great strides. When not wholly neglected it is undertaken in a manner which has no attraction and so it becomes a mere task to be thrown aside and given up before any lasting result has been obtained. First it must be noted that listening is not mere hearing. The child must be encouraged to use his mind and to make discoveries in the music he hears. In fact in all our early work music should be a series of voyages of discovery; interest will never flag if this becomes a habit.

At first sight this advice appears to demand considerable executive powers on the part of the teacher, but the demand is more apparent than real. Even if we are entirely lacking in performing skill we can play the gramophone, and what is more the little ones will soon be able to play it for themselves. Since it is important that they should have as many opportunities as possible for becoming familiar with good music, I urge that the gramophone be used frequently, and that they be allowed free access to it. Familiarity comes through repetition; the gramophone will repeat as often as we desire. It reproduces all kinds of music, and places all the great works—the literature of music—within reach of all; it makes no technical demand and therefore it is essentially the child's way of learning—the play way. Do not fear that the little one will become "only a gramophonist." Out of the love of music arises a desire to make music—to learn music, as it is commonly expressed—and if the love of music has really been developed you are not in the least likely to have to deal with those by no means uncommon boys or girls of fourteen or fifteen who "want to give up music" as soon as they find other interests in their school life. At the same time, it is no less important that you should seize every opportunity of letting them hear "in the flesh" any music with which the gramophone has made them familiar, for it will then come home to them with added force.

Choose your gramophone carefully; there are many different makers who market a good-toned instrument at a quite moderate price. Before buying listen to several such instruments and compare (1) the tone, (2) the volume of tone, taking care that the same record and the same kind of needle are used on each. The sound-box is most important, so compare several, on the same instrument, if possible, and then, having chosen one take great care to avoid jarring it or injuring its face.

You will probably find a medium or soft-toned needle sufficient for your rooms, or you may prefer one which will play several records. Some use fibre needles, but these I have found to be unsatisfactory.

If you want further information or help, consult the nearest dealer of repute, for preference one who stocks many different makes of instruments

EDUCATION ABROAD.

I.—ART EDUCATION IN INDIA.

BY W. G. RAFFÉ, A.R.C.A.

The policy of the Indian Government, where any definite idea is discernible, was from its inception a later and more feeble copy of the method of the Home Government, initiated at Somerset House with its School of Design, later transferred to South Kensington. The same demi-military régime was inaugurated—the actual buildings of the present Kensington schools were erected by Royal Engineers, with which their ugliness is compatible—and the school at Madras, first begun through the private efforts of an Englishman, was taken under Government control and was the first such institution in India.

As might be expected, the art taught was nothing but that of Europe, and when we recollect what the art standards of England were in 1850-1860, we may imagine to what dreadful depths the Hindus were dragged in the concept of art. Further schools were opened in Bombay and at Calcutta, and later at Lahore. With the two latter was connected Lockwood Kipling, father of the poet, who was born at Bombay. He had gone out to take charge of the pottery work, even then becoming a flourishing section of the school, and later went to Lahore as principal. The school at Lucknow was opened in 1911, and this, with the schools at Jeypur and the Amar Singh Technical Institute at Srinagar, Kashmir, fill the list of Indian art schools, with the exception of some technical schools which have an art class for some special purpose, such as the Cawnpore School of Dyeing and Printing, and some others of analogous type. There is, of course, a certain number of mission schools, which include drawing in the curriculum, but its handling is not understood educationally, and it has reached only a very low level, which is surpassed by those mission schools, an increasing number fortunately, which now concentrate on craft work more than literary education.

The general indifference of the Indian population to art schools arises from many motives. Unlike the Universities, in the past, no "cushy kam" (easy job) could be gained by passing through, such as possession of a matriculation certificate could confer. But even that glory hath departed, and now the B.A. of Calcutta is passing rich on forty rupees per mensem, while that curious product, the proudly self-styled "Failed B.A." is even more at a discount, though his marriage value is still comparatively high. Ideas of native caste and of foreign culture have combined to impress the Hindu with the meanness of all handwork, and only since the rise of Gandhi, who so well understands the Indian soul, is this aversion passing. Consequently the art schools of India have not flourished as those of Europe and America have done. Even now scholarships are necessary in some instances to attract sufficient students.

The inward desire for better technical and art education which in England led to the spread of Mechanics' Institutes has had no parallel in India, until the coming of the "Swadeshi shuttle" of Gandhi. They have copied rather the English university, especially its faults and rigidities, except, perhaps, in Calcutta, where the scholarship and the genius of the late Sir Asutosh

Mukerjee brought a more capable hand into university politics, so that we do see as part of an M.A. course some considerable work in art under a distinguished tutor. This is archæological study, and is naturally almost entirely concentrated on past Indian art, both Hindu and Moghul—a vast subject worthy of close study in its every aspect, but which in the absence of direct technical teaching in the production of modern art will take much longer to have a modern effect. It was the perception of this that led to the partition of the Calcutta School of Art. Abanindranath Tagore, nephew of the great poet, Rabindranath, who had become vice-principal of the Calcutta School of Art, realised that art under the Government would always be tainted with European imperialism, and led the secession, which soon formed into the Bengal School of Art, under the title of "The Oriental Art Society," concentrating mostly on painting. Even under such control as that of Mr. E. B. Havell, who displays in his excellent volumes such a capable understanding of Indian art and its complementary of religion, official methods were such as to prevent this ability having its effect in the organisation of the school.

The secession has had much success, and has undoubtedly achieved a local popularity even more than that warrants. As Dr. Abanindranath Tagore told the writer, he is attempting to form a definite school which shall give the Hindu mind in Bengal a first-class technical method of expressing anew its age-old traditions and faith. This is being done by study of both Western technique in oil and water colour work, as well as in sculpture, and also study of Japanese design.

In an exhibition of work in the Samavaya Mansions, seen early this year, a great diversity of work was evident, from skilled design with accomplished technique, to childish copyism of a very crude type. Yet it is evident that here is the seed of a modern renaissance of Indian art, which if not actually grown from the Government art schools, has been stimulated into existence by their example of what not to do.

Since Mr. Havell's departure, the Calcutta school has given place of honour to the Bombay school, where the study of the Ajartu cave paintings at first hand is stimulating modern mural methods, some examples of which were seen at Wembley, of excellent design and displaying considerable artistic feeling, but which being in oil technique are quite unsuited to the necessities of mural work in India.

The work done at Roorkee, while excellent, is not that of artistic drawing, but is confined to engineering, despite the fact that a large photo-mechanical department would seem to call for an analogous design section. But Governmental ideas of art in India are even more weird than in Britain, and when important decisions are made by army colonels and their wives in conference assembled, or I.C.S. men who pretend that nothing in heaven or earth is unknown to them, then art education may well fail as a factor of any great value.

Reference to Indian art education would not be complete without mention of the work done in the private "hill schools," which have quite a good standard

in many instances, especially taking into consideration the fact that their pupils have usually no previous art training. Despite the fact that drawing and painting is in the mode of twenty years ago, much of the work done is remarkably good, and may be accepted as the results of relative freedom of teacher and taught to get on with the work, instead of waiting for orders from the far-away Poohbah who controls their destiny. These schools, such as those at Simla, Mussooree, and Naini Tal, rank as the public schools of India, being only surpassed by those maintained solely for sons of rich men, such as the Taluqdars school at Lucknow, and where more emphasis is placed on sport than mental accomplishments like art. Music, curiously enough, has great esteem, and English examinations are steadily prepared for, with quite good results. It is probably valued much as a social accomplishment, and it helps in getting a post as teacher for the little Eurasian girls who play so well, where drawing is considered more of a "blind alley" subject, nice to know, but of no further use afterwards. Drawing is an optional subject taken in the English Teacher's Certificate and the Vernacular Teacher's Certificate, in which the standard is deplorably and unnecessarily low.

(To be concluded.)

Education and Political Aspirations in the Philippines.

By H. J. COWELL.

All over the Far East to-day we are witnessing a renaissance of nationalism. The Filipino, for instance, is as eager for Home Rule as the Indian—indeed, in proportion to numbers there is a far more widespread and claimant demand amongst the Filipinos than amongst the Indians. From the Western point of view the irony is that it is Western education that is really at the bottom of this deepening race-consciousness in the East, with its ever-increasing antagonism to the domination of the Westerner. It is the educated Indian to-day who is insistent in regard to Swaraj, and it is the educated Filipino who is chafing under the tutelage of the American.

The American people are thorough and entire believers in education, and it is entirely to their credit that they have not hesitated to give of their best to the Filipino people. As a race, the Filipinos are clever and progressive in mind, and quick to learn and assimilate. Under the Spaniards the islanders were Christianised and civilised, so far as there can be Christianisation and civilisation apart from education; education the Spaniards did not consider desirable for a "subject" race.

Under the United States the position was completely changed. It was clearly recognised from the beginning that the great business of the Government was "to civilise, to educate, to train in the science of self-government." In effect, what the Filipinos are now claiming is that the education introduced and fostered by America has succeeded.

There are well over a million pupils in school (roughly about 10 per cent. of the total population), and the number increases year by year. The cost of education is a charge upon the people themselves, and the thirst for knowledge is altogether unslaked. Considerable attention is paid to vocational instruction in industry and agriculture. In regard to the latter there is abundant room for practical development, as but 10 per cent. of the land of the archipelago is so far cultivated, notwithstanding (or possibly partly because) the soil bears two or three crops in the course of the year.

For a number of years a Senate and House of Representatives elected by the people have been in existence, but this no longer satisfies their national aspirations. So well have the Filipinos imbibed Western ideas that they have acquired a firm belief in the value of "publicity," and a Philippines Independence Commission has been set up in Washington to push the cause of Swaraj. A Bill has been reported to Congress by the Committee for Insular Affairs which actually proposes to grant "national independence" to the Filipinos at the end of a period of twenty years from the enactment of the measure.

Child Labour in U.S.A.

In *The New Republic* of New York, Mr. Reuben Oppenheimer recently wrote a review of an important book by Raymond G. Fuller, entitled "Child Labour and the Constitution." We extract following passages:

"The census of 1920 (when the Federal Child Labor tax law was in force) showed that of 12,500,000 children in the United States between the ages of ten and fifteen, over 1,000,000 were engaged in gainful occupations. The same census showed over 4,900,000 illiterates over ten years of age—a greater percentage than in England and France or Germany. The casual relation between child labor and national illiteracy, Mr. Fuller makes clear by detailed and careful studies of the effect child labor has upon schooling.

The evils of child labor, the author demonstrates, are physical as well as mental. Of 2,500 children recently examined in certain beet-fields of Colorado and Michigan, seventy per cent. had deformities and malpositions apparently due to strain. Of 978 boys from thirteen to sixteen employed in or about the mines of a district in Pennsylvania, 178 had suffered accidents. In Massachusetts, in 1919-1920, over 1,600 children suffered industrial injuries; Indiana reports 993 for the same period, and New York, 1983. These are instances taken at random from chapters whose dispassionate statistics form a complete and horrible answer to those who blandly exult that our children can find a refuge from idleness.

At least thirty-one states fail to measure up to the moderate standards of the federal laws with respect to the fourteen-year age limit for factories, the eight-hour day, and the prohibition of night work for children employed in factories."

THE UNITED STATES OF AMERICA: by David S. Muzzey, Ph.D. (Ginn and Co. 17s. 6d.)

Dr. Muzzey is an indefatigable book-writer. Before entering upon this larger work, he had already given us "American History," with an accompanying book of readings. The present work is Volume II of a more detailed study, covering the period after the Civil War. Most of it, therefore, deals with events little known to the mass of British readers. English history becomes intensely conscious of "American" affairs during the first settlements, the War of Independence, and then, less acutely, during three other wars—the War of Succession, the Spanish War, and the Great War. In the intervening times of peace, we tend to live apart, exchanging lecturers for jazz music.

These eight hundred pages of Dr. Muzzey's second volume are not much concerned with wars. There is a portion of one chapter that deals with the war with Spain, and there is a chapter on the World War. But one gets a strong impression, and, we think, a true one, in reading this book, that we are dealing with a people whose instincts are for peace, trade, manufacture, invention, and politics, but not, on the whole, for war.

One result of this state of affairs is that an American historian, such as Dr. Muzzey, has a greater interest in economic matters, and, we may add, a better understanding of them, than writers of history of the same rank in Europe. The question of the tariff, the "farmer" question, the "labour" question, are not at the back of his mind, showing occasional emergence. They are in the forefront, as among the vital things of modern history. One of his pages may be in part cited here to illustrate this characteristic. "The interests of capital and labor are fundamentally antagonistic. Both want the same thing; namely, a larger share of the fruits of their joint production. . . . Capital, unrestrained by the united efforts of labor, would force the pay of the workers below a fair standard of living; and labor, if it had its way unchecked, would take so large a part of the profits of industry as to discourage capital investment." He quotes Professor Seagar: "Employers who attempt to meet labor's demands by smashing the unions are sowing the wind to reap the whirlwind." On the other hand, he adds: "methods of violence, terrorization, and sabotage on the part of labor are equally suicidal."

There are fifteen maps, good bibliographies (removed we are glad to see to the end of the book) and a full index.

R. J.

SCHOOLCRAFT.

ENGLISH IN SECONDARY SCHOOLS.

The recently issued pamphlet, "Some Suggestions for the Teaching of English in Secondary Schools in England," is not a blue book. In 1906 the Board published a brief circular on the same subject, "The Teaching of English in Secondary Schools," and another in 1910 dealt at greater length with the underlying principles. Both were called for, we are told, by the existence of "grave defects" which were found at the beginning of the century in a large number of the secondary schools then recognised by the Board for the purposes of grant, and which were the subject of serious comment in the Board's report for 1905-1906.

English, that is, the study of the mother tongue and of the national literature, is now recognised as of fundamental importance, not only by the Board, but by teachers generally. The Board points out that progress has been favoured by many influences, notably by the development of the English Honours Schools at the Universities—the main source of supply of teachers competent to undertake the teaching of the higher forms. The English Association has, of course, been of immense service in fostering enthusiasm for English studies, and the whole atmosphere became recharged when the Departmental Committee issued their excellent Report in 1921. What the Board, in issuing this latest pamphlet, seem to purpose is the filling of the gap in the interchange among teachers of ideas of practice and experience. They call their essay "Suggestions," because it is meant to "encourage and stimulate."

This it will doubtless do; though the enthusiastic English teacher will probably have received his stimulus and imbibed enthusiasm from his subject itself. At any rate the pamphlet will serve this purpose—it does give a reasoned account of the aims that the teaching of English should have for its goal, and sets out some of the means for attaining it. These are collected together, in three sections, as literature; language and grammar; and composition. A fourth discusses the possibilities of co-operation between the chief English master and the rest of the staff. All four are deserving of attention, though it is unlikely that any experienced teacher who has formed for himself a tolerably clear notion of what he has to strive after will discover much that he has not already worked out for himself. Perhaps the most helpful part of the pamphlet will be found in Part IV, on Composition, which is divided up into sub-divisions dealing with such matters as "The Special Work of the English Teacher," "The Scope and Aims of Written Exercises," and in this the value of such forms as essays, paraphrasing, précis and translation are discussed. All of this might with profit be read by the teacher of English in the primary school, and the paragraphs on pages 31 and 32, containing as they do some suggestions for short exercises as distinguished from "essays," are decidedly helpful. They are mainly exercises "in terse and exact statement begun on a basis of vocabulary in the lower forms"—but the Board in their pamphlet suggest, and rightly, that such subjects should be set, not only in the middle forms, but throughout the school.

The writer of the pamphlet throughout these suggestions stresses the importance of oral work—not on the

part of the teacher merely, but of greater importance on the part of the class. As the final paragraph puts it: "A stream of talk is not teaching, and the question a teacher must put to himself after a lesson is not 'How much information have I given out?' but 'How much work have my individual pupils done?' His problem is not to do the work for them, that is impossible, but to stimulate and guide their own activity."

The Prefatory Note disclaims any intention on the part of the Board to foster the production of "any rigid or unthinking uniformity of method." Each teacher of English, or of any other subject, will in the main work out his own and his pupils' salvation from his own personality and forcefulness. If one were attempting to write a criticism of the ideas put forward in this pamphlet, it might be advanced as a charge against the writer that so little regard seems to be paid to the usefulness, in fostering habits of clear, terse, and lucid statement, of the lessons to be derived from the logic primer. This omission, however, is general, and, as far as the present writer remembers, no mention of logic comes into the Departmental Committee's report either. This article, however, is not a criticism, and the only excuse for mentioning the matter at all is the welcome appearance of a slight reference on page 31 to what, perhaps, is an almost untapped mine of exercises for wit in the use of language. Under the head of "Short Exercises" is the "argument contained in a very easy syllogism." To any teacher at a loss for such subjects, the pages of any elementary book of logic will provide an almost endless variety of discussable arguments, which would lend themselves to oral work in class—not syllogisms merely, but conversion of propositions, fallacies and such like.

The temptation to urge the claims of logic in the study and practice of writing English is the stronger in that such a very able case is made out on behalf of mathematics for the same purpose. This is done in an appendix wherein is set out the substance of an address to the Mathematical Association in January last, and printed in the *Mathematical Gazette* of March, 1924. This is by far the most stimulating of all the suggestions contained in the pamphlet, and after reading its convincing argument with its wealth of illustration, the reader must admit that the writer has established the proposition he set out to prove, viz., "The study of mathematics has contributions of great, even of unique, importance to make towards training in the use of English"; and conversely, "it is impossible to teach mathematics properly unless these contributions are made."

There are three other appendices; the third gives a useful list of suggested prose texts for reading in class.

THE GOVERNMENT OF GREAT BRITAIN, ITS COLONIES AND DEPENDENCIES: by A. E. Hogan, LL.D., B.A., and Isabel G. Powell, M.A. (W. B. Clive. Sixth Edition.)

A year ago we noticed the fifth edition of this manual. That a sixth edition should be called for so soon is a testimony of its utility. It is essentially a student's book, an examination book. It is well arranged, well divided up—twenty chapters, subdivided into 231 numbered paragraphs, in less than three hundred pages. This edition has an appendix on the British electoral system, and another on the constitution of the Irish Free State. R. J.

ART APPRECIATION IN SCHOOLS.

BY MARY A. JOHNSTONE, B.Sc.

(Headmistress, Central High School for Girls, Manchester).

The title is not peculiarly happy or strictly exact, but it may be allowed to stand as serving to collate the subject with the "music appreciation" which is having increased attention devoted to it at present.

Is Art worth including in the curriculum of a school? Is it worth retaining in the curriculum throughout the whole period of a girl's secondary school course—say six years? (We will confine consideration of the subject to the girls' secondary schools.) Perhaps some will say that the answer is to be found in the recent decision of a University Board to recognise it as being a subject of matriculation rank. I doubt it. No examination ever conferred either real dignity or value on a subject of study, or truly improved the teaching of it. Let us see if the answer lies in a survey of the scope of art training. What are or ought to be, the aims of this teaching in a school of secondary grade? By way of summary, one may say that it ought (a) to rectify the pupil's vision, to train her to see things accurately; (b) to assure to her a measure of ability to represent what she sees; (c) *above all*, to foster in her a love of beauty—a love informed by understanding—a love which will have reached one of its purposes when she leaves her school and which will remain with her as a well-spring of delight throughout the rest of her life.

Without stressing the first two aims (which are those usually kept to the front), one might fairly regard the third as being so far-reaching in effect and so universally applicable, that, in itself, it justifies an answer in the affirmative to both questions. It is with this aspect of art training that this short article is concerned.

The spirit which seeks for and dwells upon the loveliness inherent in nature, and the genius embodied in man's conceptions, should permeate every lesson more or less; but it must also be provided for by a carefully systematised scheme. A workable scheme of this character is outlined below.

In the lower forms the training in appreciation will be, in the main, informal and incidental. So-called "common objects" used for model drawing will be the most beautiful procurable—in colour, in line and in fitness for the use for which they have been designed. When a vase is being filled with flowers, there will be discussion as to whether the flower-form carries on the lines of the vase-form, whether the whole constitutes a group of harmonious colourings. In drawing a leaf or flower, the eye will be trained to note with pleasure the subtle sinuosities of outline, the delicate efficiency of veining, the distinctively living quality of union of part with part, which belongs to growth.

In these younger classes, too, beautiful pictures should be displayed from time to time, talked about a little, and kept as memories.

The fourteen year old girl will study choice examples of textiles, embroidery and lace; pottery, tiles and stained glass. She will try to copy them, for now—as at all stages—there will be practical efforts correlated with theory and observation. She will make designs of her own and make comparisons.

For the last three years of school life (15 to 18) there may be planned a definite course of lessons on the main periods in the history of (1) painting, (2) sculpture, (3) architecture.

(1) *Painting.*

Within the limits of this there can be dealt with, by judicious selection, as much representative art as will leave in the minds of the pupils a general idea of the sequence of development through which it has passed.

Its treatment would probably begin best by study of the most important schools of British painting—for example, the portrait painters, the pre-Raphaelites, the landscape painters—introducing only the most distinguished names. At this stage, simple exercises in the analysis of pictures into their composition lines would be helpful.

Equipped with some knowledge of modern painting, the pupil may next be taken back to the beginnings of the art—looking at the painted walls of Egypt, the painted tombs of the Etruscans, the Greek work of the centuries B.C., the Roman artists of the first three centuries A.D.

Naturally, concentration would fix on the Italian Masters of the 13th—17th centuries. Properly presented, this should be an entrancing period, and few pupils will not respond to the glorious inspiration of Giotto, Fra Angelico, the Bellini, Michael Angelo, Raphael, Titian, Tintoretto, to mention only a few of the great spirits.

In less detail, a place would be found for the Renaissance in other countries in Europe, for the Flemish German, and Spanish schools of the 16th and 17th centuries. French painting, exemplified by such artists as Watteau, Greuze, and Corot, must be noticed.

If time permits, it is interesting to give some notion of the methods by which pictures are reproduced, *e.g.*, line engraving, mezzotint, etching, etc.

(2) *Sculpture.*

Most of the time available would be devoted to the "grand period" of Greek sculpture, together with the schools of which it was the parent, and the "grand period" of Italian sculpture which culminated in Michael Angelo.

In due proportion would be considered the striking characteristics of French sculpture, and the chief examples of modern Italian, Danish, Belgian and English sculpture. The practical work correlated with the study of the history of sculpture will include studies in draperies, and drawing and shading from casts of the figure.

(3) *Architecture.*

The chief phases through which English architecture has passed afford a suitable starting-point. They will necessarily be treated briefly, but they can be made intensely interesting, their inter-relations with general history being very obvious. They will cover a range from Saxon to perpendicular, with comparisons with modern. If typical buildings are conveniently situated in the neighbourhood of the school, they should be sketched as well as examined.

The study of classical and renaissance architecture will follow: Gothic will have much attention given to it. Close connection will be made between sculpture and architecture. Practical work at this stage will include drawing and shading from architectural casts.

The scheme briefly outlined above is more than theoretical: it is in experimental operation.

In its fullness it probably requires the resources of a city, where examples of painting and sculpture, etc., may be seen at the art galleries. But the school itself should have its type collections of illustrations. Excellent photographic reproductions may be got of the masterpieces of sculpture, architecture, etc., e.g., those of Brogi, Alinari, and Anderson, on the Continent. Reproductions in colour of paintings are more expensive, but they could be added to the stock from time to time. Lantern slides should be collected. A good selection of illustrated books on the history of art should be in the school library. These suggestions are, of course, far from being exhaustive!

DRAMA FOR TEACHERS.

(BY A MEMBER).

Teaching used once to be called the Cinderella of the professions, but it was a Cinderella who used at least to get a ball three times a year in the form of holidays. But when the ball arrived, Cinderella found herself incapable of changing herself into a princess, for the habits of her drudgery hung about her, and everyone declared that she was to be identified anywhere. *Nous avons changé tout cela.* The transformation of men and women teachers from pedantic souls (as far as they ever were such) into normal living people, with an absorbing interest in all life expressions, from scholars into something of artists, began already before the war and has progressed so rapidly that a deepening and widening of the influence of education must take place—to some of us it is visible already. In no department of their work is this change more apparent than in the introduction of drama into the school and the use of children's dramatic instinct to lead them to the realisation of fresh spiritual and aesthetic values and truth.

But teachers are not travelling tinkers. They are not inclined to use an art of which they know nothing, however instinct and a literary education may help them. It is possible, therefore, to see two or three score of them, from a quite elderly professor in a Northern university to some women so young and attractive that "teacher" is the last conventional type to which one would have pinned them, devoting some of their vacation to the acquiring of acting technique, the study of gesture and voice-management in the Summer School of Drama at Stratford-on-Avon.

Miss Elsie Fogerty's school, now some years old, does not attract teachers only. There are social welfare workers, who find the communal activity of acting as useful in club work as teachers do in schools, there are training-college people, enthusiastic amateurs, at least one professional singer, and serious intending actors.

Many of these people have already much amateur producing behind them. They are full of wrinkles about lighting in the absence of a genius, they have an astounding knowledge of the modern drama. To the performances of the New Shakespeare Company here they go nightly in crowds, and fierce debates rage next day round interpretation, use of the voice, probable models, and various technical points.

The work of the school, in voice training, in mime and movement, and in the study and rehearsal of plays is sound and fascinating. It is supplemented by lectures from Miss Fogerty on the history of the theatre and the acting art, which reveal such scholarship and penetration in such artistic presentation that they are worth the fortnight in themselves.

Not the least inspiring part of the course was the brief contact with a personality which once and forever might dispel the notion that true artists cannot be unremitting workers, and a glance into that mission which cannot have been a slight instrument in the astonishing growth of dramatic appreciation outside the theatre in recent years, and perhaps the chief one in giving us what we have long merely groped after, a satisfying conception of the due spoken rendering of English verse.



GUY FAWKES

drawn by Betty Bartlett.

THE PRINCIPLES OF DRAWING: by L. Bellin-Carter. (Messrs Edward Arnold and Co. 3s. net.)

Mr. Bellin-Carter's methods are high-handedly arbitrary, but keeping in mind his intention he states his case with great ability. When we consider the varying degrees of sensitivity to pictured objects which obtains in the animal kingdom we find some difficulty in drawing the line between "exact drawing" and imaginative drawing. Mr. Bellin-Carter does this at the point where the lines of a drawing of any object would coincide exactly with a photograph of that particular object from the same eye position. No one can deny that there is a certain sanity in this, and the author obviously has a great deal of experience behind him to comfort him in the course he so ably pursues. His chapters on perspective are simple and convincing. His notions of the principles of light and shade are occasionally hazy. Nevertheless one is very grateful for the fact that he does contrive to put down in an understandable manner so many things that the student could only find out for himself with an infinity of floundering and setback. The teacher, too, must be grateful for the many suggestions which are given him, drawn obviously from a long and enthusiastically sustained experience. The illustrations are excellent. R.L.

A FIRST BOOK OF PATTERN DESIGN: by B. Hargreaves. (Messrs. Adam and Charles Black. 1s.)

It has always appeared to me that a great many teachers of drawing, in despair of making any sort of show out of their pupils, fall into this ingenious habit of causing them to cover sheets of paper with silly patterns. This is splendid for any inspectors who, happening to be poor judges of quality, can comment readily on amount. The fruits of it may be seen in the lounge of any cheap hotel, bathroom, or railway station. I remember when at the Royal College of Art a fellow student showed me forty or fifty double elephant mounting boards philatelically decked, each with some dozen or so water colour copies from Majolica plates and other museum furnishings. These six hundred labours won him some sort of degree or scholarship—I forget which.

So long as authority encourages this pernicious habit, so long will such books as the one in question be useful. But it is a nasty business. R.L.

BLUE BOOK SUMMARY.

Amended Rules about Death Gratuities.

Under Section 3 of the Superannuation Act of 1918 a death gratuity is paid to the representatives of a teacher who dies in recognised service, and for this purpose recognised service may include a period of "unpaid" sick leave. But it has sometimes been doubtful whether absence through illness has been absence "approved" by the school authority, and recognisable by the Board as "service" under the rules. The Board's Circular 1345 of Dec. 5th, 1924, impresses on authorities the importance of recording their decision in all cases where they think it advisable to grant leave whether salary is paid or not.

Another point has raised difficulties too. (Nowadays it seems impossible for an act to be drafted which does not raise administrative difficulties of detail.) Cases have occurred in which lengthy periods of sick leave have immediately preceded retirement. Are such periods recognisable as "service" under the Amending Rules of 1922? The Board's view is that such sick leave as can be recognised as pensionable service is in general given to enable a teacher to return to duty. Without desiring to hamper unduly an authority's discretion, the Board therefore think that in the case of absence from illness for more than three months, the authority should have before them a medical opinion as to the permanence or otherwise of the teacher's incapacity. If it then or afterwards appears that permanent incapacity is probable, no further period of absence will be recognised under the Acts and Rules. In such circumstances an infirmity allowance or an age allowance may be applied for. If awarded it would date from the end of the period covered by payment of the teacher's salary.

Still a third question has arisen. Can a final period of sick leave be taken into account under Rule 20 (2) (b), in making up the minimum period of five years required by Section 3 as a condition of the award of a death gratuity? The answer to this question and the others are now given in the Draft S.R. and O. of November 21st. These amend the amended rules 20 of 1922. Rule 20 (2) (b) will now read: "no such absence (sick leave) shall be treated as service . . . after three months, or after a certificate has been granted which shows that the teacher has become permanently incapable through infirmity of mind or body of serving efficiently as a teacher in recognised service."

Rule 20 (2) (e) now runs: "In the case of a teacher who has served in recognised service (excluding sick leave under this paragraph) for a period amounting in the aggregate to five years . . . absence on sick leave . . . for a continuous period not exceeding twelve months immediately preceding death shall be treated as recognised service for the purpose of determining whether a death gratuity may be paid to the L.P.R.'s of the teacher and for the purpose of calculating the amount of that death gratuity, but for no other purpose."

Training of Teachers Regulations.

Grant Regulations No. 18 (Amendment No. 3 1924) was issued late in November as matter of urgency under the Rules Publication Act, 1893 (Sec. 2). The new rule comes into operation immediately, as an addition to Article 29 (c) of the Regulations for the Training of Teachers, 1922." Applicants for admission to training colleges in the academic year beginning 1st August, 1925, must be informed that no decision can be given on their application before 1st February, 1925, and no promise or undertaking either absolute or conditional to admit any such applicant to a training college may be given before that date." In Circular 1344, the Board say that "the postponement of the date at which promises of admission may be given appears desirable in the special circumstances this year in view of the pending report of the Departmental Committee on the Training of Teachers." The Board evidently expect some drastic proposals from their Committee and are treading warily.

L.C.C. Annual Report of the Education Officer.

On March 31st, 1923, there were 13,937 teachers in the Council Schools (13,988 in 1914) and 3,814 (4,101) in the non-provided schools. The average attendance was 484,719, as compared with 511,962 in 1914, and this figure gave an average size of class for assistants (including head teachers responsible for a class) of 39.3 (41.2 in 1914). This was for Council Schools. In the non-provided schools the average class was 36.6.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Arbitration.

The position of the salaries dispute is now clearly defined. The local authorities and the National Union have agreed it should be settled by Lord Burnham acting in the capacity of arbitrator. The Executive of the Union did not adopt this method of settlement as an easy way out of a deadlock. After long and careful consideration of all the interests affected they had to recognise arbitration as the only way out. The terms of reference to the arbitrator were considered by the full Burnham Committee on 5th December and the fact that, at the end of a very long day, the Committee (Elementary Schools) separated without arriving at an agreement is proof positive of the anxiety of the teachers' panel on behalf of the men and women they represent. The point in dispute was fully considered by the Executive on the following day and a decision was reached acceptable to the local authorities. The formulation of scales and conditions will now go forward without the danger of a break—disputed points will be decided by the arbitrator.

The Two Cases.

Two cases will be submitted to the arbitrator—the local authorities' case for a substantial reduction in the salaries bill and the National Union's case for the operation of the existing Burnham Standard Scales *in full* as from 1st April, 1925. The fact that the teachers' case is to be (as before) submitted by the National Union only, will save Lord Burnham's time and keep the issue clear. Procedure—at the time of penning these notes—has not been decided. Probably the existing Burnham Committee will function as before on points where agreement between the two panels can be reached. On other points it may be the authorities' claim will be presented by Sir George Lunn and the teachers' claim by Mr. Frank Goldstone, Secretary of the Union.

Major Issues—Construction of Scales.

The publication of the local authorities' suggested new scales enables the National Union to put its case with a fore-knowledge of the major issues on which decision by Lord Burnham will be sought. If those scales are to be submitted as they stand it is well to note at once certain points in their construction which strike at the very foundations of N.U.T. policy. For instance, the reduction of the women's increment from £12 10s. to £9 shatters the compromise arrived at by men and women unionists on the vexed question of equal pay; the reduction of the men's increment by 10s. lengthens still further scales already too long, and the introduction of two "halts" in the early years of the men's and women's scales penalises young teachers already contending they have been sacrificed continuously for the benefit of their older colleagues. From the National Union point of view these provisions in the scales are dangerous and altogether impossible. They differentiate unfairly between men and women and between young and old.

The Allocation of Scales.

It is no secret that one of the major issues at the meeting of the Burnham Committee on 5th December was the wording of the clause dealing with the allocation of scales. The teachers' panel regarded this clause as so vitally important that before agreeing to it they sought and obtained the endorsement of the full Executive of the Union. It has not yet been fully realised by teachers that existing allocations, being part of the existing Burnham Standard Scales Report, cease to be operative after 31st March next. In other words the matter to be settled, either by agreement or by arbitral decision, is not only the scales but also their allocation to the various areas. It is very unlikely there will be anything approaching a general re-allocation. Neither of the panels desires such an upheaval. There are, however, certain areas in which existing allocations are regarded as unsatisfactory either by the teachers or the local authority or by both. Lord Burnham's difficult task will be—in the absence of agreement by the panels—to give general satisfaction. The National Union in the wording of the allocation clause have wisely secured that the arbitrator shall "determine the allocation before promulgating his award." In doing this they have done their best to save teachers from a possible double reduction. The position in this respect is not, of course, entirely safeguarded, nor could it be, but, at any rate, this much has been secured.

ASSOCIATION NEWS.

The Teachers Council.

Owing to the Christmas vacation the Council held no meeting in December, but the routine work of dealing with applicants for registration and renewing Certificates of Registration is proceeding smoothly. The number of applicants is less than it should be, and it is necessary to remind teachers once again of the importance of bringing themselves into association with the Council by seeking admission to one of the three lists now available. The beginner may apply for admission to the List of Associate Teachers, the teacher who has gained the prescribed attainments and taken the prescribed course of training in teaching may seek admission to the List of Provisionally Registered Teachers, while the fully qualified teacher may apply for full registration. The fee remains unchanged, being two pounds for full registration or the same amount payable by instalments according to the earlier lists to which admission may be gained. It should be noted that the fee is a single and final payment. There is no annual subscription, nor is any fee payable on the renewal of registration. The Council is taking steps to secure the establishment of responsible bodies to advise and possibly to exercise supervision in the matter of examinations for specialist teachers. Some of the examinations at present conducted are in the nature of private enterprises carried on by individuals or groups of individuals to whom is attached no special responsibility. It is held to be desirable in the public interest that the value of diplomas and certificates should be made known, together with the conditions under which they are obtained.

The College of Preceptors.

During the spring term the College of Preceptors will continue the courses of special lectures for teachers which began last year. These lectures are intended to meet the needs of teachers actually engaged in school work who desire to bring themselves abreast of the latest developments in teaching practice. With this end in view, the lectures have been arranged for hours which are thought to be convenient and the lecture fee has been fixed at a sum which is extremely small. Particulars may be obtained on application to The Secretary, The College of Preceptors, Bloomsbury Square, W.C.1.

The Incorporated Society of Musicians.

The Incorporated Society of Musicians is holding its annual conference at Harrogate during the early days of the new year. Members will be housed at the Hotel Majestic and among the speakers will be Dr. E. W. Naylor, the Organist of Emmanuel College, Cambridge, Professor Lascelles Abercrombie, M.A., Leeds University, Dr. A. Eaglefield Hull, of Huddersfield, Mr. Percy Pitt, the Director of Music to the British Broadcasting Company, and Mr. Bernard Johnson, B.A., of Nottingham. Teachers of music should seek membership of the I.S.M. because it is a society which has charged itself with the special task of protecting its members and offering advice in connection with questions of contract, copyright, and the like.

The Mathematical Association.

The annual meeting of the Mathematical Association will be held at the London Day Training College, Southampton Row, London, W.C.1, on Monday, 5th January, 1925, at 5-30 p.m., and Tuesday, 6th January, 1925, at 10 a.m. and 2-30 p.m.

Among topics to be discussed are "The Mathematical Laboratory: its scope and function," by Professor H. Levy, D.Sc., M.A., F.R.S.E. (Monday, Jan. 5th, 5-30 p.m.); "The neglect of arithmetic in schools," by Professor J. E. A. Stegall, M.A. (Tuesday, Jan. 6th, 10-20 a.m.); and at 11-30 a.m. (Tuesday) there will be a discussion on "Tangency and Limits in Geometry." It is hoped that members will come prepared to speak, particularly in criticism of the recent report on the Teaching of Geometry. Professor E. H. Neville, M.A., will reply to such criticisms. On Tuesday afternoon the President will deliver an address on "What is Geometry?" which will be followed by a lecture by H. B. Heywood, D.Sc., on "The Reform of University Mathematics."

An Essay Society.

A society for practice in writing and criticism, established nearly forty years ago, has an occasional vacancy, and the Hon. Secretary would be glad to hear from anyone desirous of joining such a group. Members must be resident in this country, and the number is strictly limited. The essays of members are circulated by post for reading and criticism six times in the year's "session." Details from Mrs. M. G. Hall, Hon. Sec. S.E.S., 107, Palewell Park, London, S.W.14.

COMPETITIONS.

NOVEMBER RESULTS.

I. The Born Teacher.

A poor field brought only one essay worthy of consideration. This was sent in by

MISS E. A. EVE, 29, LEYTON PARK ROAD, LEYTON, E.10, to whom is awarded a prize of ONE GUINEA.

The Second Prize is not awarded.

II. A Drawing of Guy Fawkes.

This suggestion brought a very large response and a number of excellent drawings, some of the real Guy and others of street guys.

The First Prize of TEN SHILLINGS goes to BETTY BARTLETT (15), CONVENT OF THE ASSUMPTION, RAMSGATE, for a drawing which seemed to the judges to express something of the furtive quality of the subject.

The Second Prize of FIVE SHILLINGS is awarded to CHRISTINE YOUNG (15), HASTINGS AND ST. LEONARD'S LADIES' COLLEGE.

SPECIAL PRIZES of books are sent to the following:

S. OWEN (11), MODERN SCHOOL, STREATHAM.
MOLLY BISHOP (12), HEATHFIELD SCHOOL, BROCKENHURST.
LESLIE J. H. NEIL (15), LYNTON HOUSE SCHOOL, LADS-BROKE GROVE.
DENISE PLATTS (9), HASTINGS AND ST. LEONARD'S LADIES' COLLEGE.
JOYCE ARKELL (14), HASTINGS AND ST. LEONARD'S LADIES' COLLEGE.
PHYLLIS BEXLEY (12), LYNMOUTH COLLEGE, LEYTONSTONE.

JANUARY COMPETITIONS.

I. For competitors of any age.

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

The "Education Outlook" for January.

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 about "The little boy that cried in our lane."

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 February, and the results will be published in our March (1925) number.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**PERSONAL NOTES.****A Jubilee at Leeds.**

The University of Leeds celebrated its jubilee during the week before Christmas week. Honorary degrees were conferred on eminent personages such as Lord Balfour, Sir Michael Sadler, the late Vice-Chancellor, and on local magnates who have deserved well of education, such as Alderman Jackson, Chairman of the West Riding Education Committee. A portrait of Sir Michael Sadler was unveiled in the College Hall and another was presented to him. Scholarships will be founded to aid students and to preserve the memory of Sir Michael's work in Leeds. Beginning with one student—a coal miner who received a lesson on the first proposition of the first Book of Euclid from Dr. Arthur Rucker, the University of Leeds has now grown to be a powerful instrument of educational progress. It is perhaps also a standing rebuke to those faint hearts who declare that we are in danger of having too many Universities.

Secondary School Boys and Employment.

A scheme for aiding the search for employment for boys leaving Yorkshire secondary schools was explained at a meeting of the County Association of Old Boys' Societies of Yorkshire Secondary Schools. The object is to link commerce and the schools in a manner which has never been attempted before. The county is being divided into sections, for each of which separate committees are being set up, upon which, from each school within the area, will be appointed the headmaster and two representatives of each old boys' association. Such committees have already been formed for Leeds, Bradford, Wakefield, and Sheffield. It is intended that each section committee shall have its own advisory board of as many employers of labour as possible, and these boards shall consider the applications for the placing of boys who are about to leave school, and try to find suitable openings for them. All firms of good standing will have the scheme brought to their notice, and each advisory board will have a register of such firms, who will notify the advisory board as vacancies arise, whilst it is also suggested that the scheme should be brought before the notice of various chambers of commerce, rotary clubs, and similar organisations.

Bradford Grammar School.

Mr. J. F. Greenwood, Scholar of Corpus Christi College, Oxford, who has been elected to a Craven Scholarship, began his education in a Bradford Council School, from whence he passed on to Bradford Grammar School, following the trail marked out by many of his fellow-townsmen who are now distinguished in various fields of work.

Trinity College of Music.

Professor J. C. Bridge, Mus.D., has been appointed chairman of the Board of Trinity College of Music, London, in succession to the late Sir Frederick Bridge, and also Director of Studies. In the latter position he will succeed Dr. C. W. Pearce, who, owing to ill-health, has been compelled to relinquish the post after 44 years' close connection with the college. Dr. Bridge is a Professor of Music in the University of Durham, and has been organist at Chester Cathedral for many years. He has arranged with the Dean and Chapter of Chester to give up his office of organist and master of choristers in March, and will enter upon his new duties early in the New Year. He is a graduate of Exeter College, Oxford, and has had a long and brilliant musical career, including the conductorship of many musical festivals. He has been an Examiner in Music to the Universities of Oxford and London, as well as at Durham.

University College, Exeter.

Mr. W. H. Moberly, B.A., Professor of Philosophy in the University of Birmingham, has been lately appointed Principal of University College of the South-West, Exeter, in succession to Principal Hetherington, who is becoming Professor of Philosophy in Glasgow University. Mr. Moberly is the son of the late Dr. Moberly, Professor of Divinity in the University of Oxford, and grandson of the late Dr. W. K. Hamilton, Bishop of Salisbury.

Glasgow School of Art.

The governors of the Glasgow School of Art have appointed Mr. John D. Revel to be Director of the school, in succession to the late Mr. John Henderson. Mr. Revel is at present headmaster of the Chelsea School of Art, a position he has held for 12 years.

Mr. G. E. Buckle.

On the retirement of Mr. G. E. Buckle from Borough Road College, where he has held the post of Master of Method for over forty years, a luncheon was held at the Connaught Rooms, London, on Saturday, 13th December. Mr. W. D. Bentliff presided, and among those present were Mr. H. Ward, C.B.E. H.M. Chief Inspector of Training Colleges, Dr. F. H. Spencer, Chief Inspector for the L.C.C., and Mr. Frank Goldstone, Secretary of the N.U.T. The Chairman handed to Mr. Buckle a wallet containing a cheque for £400, the proceeds of a Testimonial Fund which is still open. Subscriptions may be sent to the Treasurer, Buckle Testimonial Fund, 47, Bedford Square, London, W.C.1.

Sir William Ashley.

The Prime Minister has appointed Sir Wm. Ashley, Ph.D., Vice-Principal of the University of Birmingham, to be a member of the Committee on Industry and Trade in the place of Sir Wm. Beveridge, K.C.B., who has relinquished his membership owing to the impossibility of giving sufficient time to the work of the committee.

Honour for Sir Almroth Wright.

The honorary doctorate of the University of Paris has been conferred on Sir Almroth Wright, Professor of Pathology at the University of London.

Professor Mary Keene.

Dr. Mary Lucas Keene, of the London Royal Free Hospital School of Medicine, who has been appointed Professor of Anatomy by the University of London, is the first woman in the world to hold the appointment.

The late Professor Bradley.

Mr. Francis Herbert Bradley, O.M., of Merton College, Oxford, for many years the leading philosopher at Oxford, and for fifty-four years a Fellow of Merton College, left estate valued at £10,178, with net personalty £10,106. His legacies included £2,000 to the warden and scholars of Merton College, Oxford, and £100 to his college servant, Henry Wilkins.

Professor Harting.

Dr. Harting, lecturer at the University of London, has been appointed Professor in the English Language and Literature at the University of Groningen.

The Trumpet.

We print the following as received, being unable to decide whether sincere congratulations to Mr. Watson should take precedence over an expression of sympathy with Mr. Graham in these frequent bereavements.

"CITY OF LEEDS.

EDUCATION DEPARTMENT,
CALVERLEY STREET.

"IMPORTANT APPOINTMENT SECURED BY LEEDS
EDUCATION OFFICIAL.

"The post of Assistant to the Director of Education for the County of Nottinghamshire has been filled by the appointment of Mr. H. B. Watson, M.C., M.A.

"Mr. Watson is a Graduate of Trinity College, Oxford, and before he undertook administrative work was a master at the Leeds Grammar School. For the last four years he has been an Assistant to Mr. James Graham, the Director of Education for Leeds. For a time he acted as Deputy Director of Industrial Training in Yorkshire on behalf of the Ministry of Labour, and since then has been an Assistant in the Higher Section of the Leeds Education Department.

"Mr. Watson is also a distinguished cricketer, having played for Oxford and in the Yorkshire 2nd XI.

"This is the eighth member of Mr. Graham's staff who has secured either a highly responsible position, or a Directorship of Education under another Education Authority during the past six years."

NEWS ITEMS.

The Prime Minister and London Teachers.

The London Teachers' Association (which is now the London County Association of the N.U.T.), scored something of a triumph when it secured the attendance of the Prime Minister and the President of the Board at its annual dinner. Mr. Baldwin delivered a striking address in which he dwelt on the importance of education to a modern community and said that he wished to see secondary and university education brought within reach of all children who are fitted to take advantage of them. Lord Eustace Percy declared for continuity in educational policy and for continuity in the education of the individual. The two speeches may be taken as indicating that the present Cabinet is alive to the needs of the schools.

The Arbitration Reference.

The following terms of reference are agreed upon by all three Burnham Committees :

- (1) That the Standing Joint Committee on Teachers' Salaries having failed to agree as to the continuance, adjustment, or replacement of the salary scales which expire on 31st March, 1925—

It is hereby agreed to refer to Lord Burnham, as Arbitrator, the claim of the Local Education Authorities' Panel for a reduction of the figures of the scales of salaries embodied in the Burnham Report, and the claim of the Teachers' Panel for the payment of the said scales in full as from the first April, 1925 ;

- (2) That the Arbitrator be empowered to fix a time limit during which the scales of his award and the necessary accompanying conditions shall be operative ;
- (3) That the Arbitrator hear and consider such evidence, written and/or oral, as the respective Panels may tender ;
- (4) That the respective Panels will bind themselves to accept the findings of the Arbitrator, and to urge upon Local Education Authorities and teachers the adoption of the Arbitrator's award.
- (5) The respective Panels agree, on receipt of the Arbitrator's award, to make representations, if necessary, to the President of the Board of Education, with a view to obtaining the assistance of the Board in securing the adoption of the award by the Local Education Authorities and teachers.

In addition, the Elementary School Teachers' Committee has agreed upon the following clause :

That Lord Burnham be empowered, failing agreement by the Panels over the allocation of the scales for elementary school teachers, to determine the allocation before promulgating his award.

Religion in Schools.

The Commission appointed by the Church Assembly " to survey the present position of the Religious Education Question " has made the following proposals :

That a sharp distinction should be drawn between (a) areas where there is no choice of schools and (b) areas where there is choice.

That in (a) local education authorities should in all cases appoint the head teacher, but in non-provided schools should do this in consultation with the school managers.

That in (b) local authorities should determine which school should be denominational.

That in future all schools should be built and maintained by the local education authorities.

To avoid " piecemeal settlements " it is proposed that there should be secured by statute :

Adequate religious instruction in all elementary and secondary schools, and provision in all training colleges and departments for students who so desire, to be trained to give it.

The establishment of a central advisory committee, and where desired by local education authorities, of local advisory committees, to supervise such instruction and training. These local committees would consist of representatives of the local education authority, the diocesan conference, other religious bodies, and the teachers, and would exercise such powers as local education authorities may confer upon them.

Teaching by Films.—Board of Education Tests Proposed.

The London Elementary Education Sub-Committee report that a committee representing the cinematograph industry, teachers, education authorities, and scientists, have considered the use of the cinematograph for public education.

The sub-committee recommend that the inquiry be taken up by the Board of Education. They suggest as points which need further consideration :

- (1) To arrange for the production of educational films in accordance with the requirements of the teaching profession ;
- (2) To carry out experiments with such films in selected schools to test the possible advantage of instruction by the film as a supplement to, or substitute for, other forms of visual instruction, such as diagrams, wall pictures and lantern slides.

The sub-committee add that no action on the part of the Council would appear to be necessary beyond giving facilities to carry out experiments in London schools.

The Three Years' Barrier.

SIR,—Why are there so many graduates of the University of London who are not members of Convocation ? The question, which is frequently asked, is not difficult to answer.

London is essentially a non-residential University ; the Collegiate students have, in the past, been too apt to regard attachment to their College institutions as the sum total of their University corporate life. To the non-Collegiate students the University is necessarily an examining body.

In these circumstances it is not surprising that the average student on graduation has but a faint conception of the University as a living organisation on the development of which he or she can exercise a real influence through the medium of Convocation.

The link between the undergraduate and the University is, admittedly, weak ; it behoves the authorities to take the earliest opportunity to strengthen the connection. If, when they are in the flush of victory they found their Alma Mater stretching out her hands in welcome, conditional on the receipt of a small fee, the graduates would doubtless receive her advances with pleasure.

But this is impossible for the powers that be are bound by No. 41 of the Statutes made for the University under the University Act, 1898, which runs as follows :

" The persons who shall be entitled to be registered as members of Convocation shall be the following (that is to say) :

- (i)
- (ii) All other graduates of three years' standing from the date of their first degree"

On the other hand the representation of the People Act, 1898, contains the following provision :

" A man shall be entitled to be registered as a Parliamentary elector for the constituency if he is of full age and not subject to any legal incapacity and has received a degree (other than an honorary degree) at the University (Sec. 2)."

It will thus be seen that, whereas it is possible to qualify for the Parliamentary franchise immediately after graduation, a period of three years must elapse before a graduate is recognised as fit to vote on Convocation.

Why do our legislators decree that all bachelor graduates should be placed on the shelf for three years ? Is it a kind of ripening process ? Are the examinations of our University so severe that three years' complete rest and quiet are essential before the brain is in a fit condition to address itself to the problems with which Convocation has to wrestle ? Or is it that our kindly Mother dissembles her love by abandoning all her new-born babes for thirty-six months on some Spartan theory that only the very fittest will survive such treatment ?

Be that as it may, it is obvious that a graduate who is competent, as such, to exercise the Parliamentary franchise is no less competent to vote in Convocation. Here surely is a question on which all may unite whatever are their views on other matters in the University.

It is anticipated that the point will be discussed at the meeting of Convocation to be held at 5-30 p.m. on Friday, 16th January, 1925, at the Central Offices of the University, when it is hoped that all who have suffered from the barrier in the past will attend and vote for its removal in the very near future.

Yours, etc.,

C.O.G.

LETTER TO THE EDITOR.

Arbitration on Scales of Salary.

[In the following letter our correspondent is evidently dealing only with the policy of the Burnham Committee which considered salaries in elementary schools.—EDITOR.]

Sir,—The final step in "the orderly and progressive solution" of the teachers' salary problem is to be "Arbitration." If anything were wanted to demonstrate the incompetence of the Standing Joint Committee for their job, it surely is supplied by this crowning folly. Nobody will envy Lord Burnham his task, while everybody will admire his public spirit. I call this business the crowning folly, because this particular committee has been acting foolishly throughout its existence, and it cannot very well commit any more; since apparently it has signed its death warrant from some of us its demise will call forth no tears. The members set out on their task amid universal approbation and goodwill to solve a problem that in essence was simple. Having solved it they tinkered with their solution till five years later they find they have no solution at all, but a mere set of silly misnamed Terms of Reference which they are going to hand over to Lord Burnham to deal with.

One almost expects teachers to make a mess of things, but one would have thought that a body whose other side consisted of the trained representatives of public authorities would have shown something like sagacity and statesmanship. They have shown neither. The whole committee, as judged by a plain unsophisticated mind, with some understanding of the meaning of words, stands condemned as a set of shuffling incapables. The evidence for it is glaring, and so glaring that it has blinded them to the significance of their own words. They drew up "Standard Scales" which were to last five years for most places and three years for London. Read their reports from first to last and it is as plain as anything could well be that they set their hands to them because they embodied figures which were intended to be permanent or standard unless at the end of that time there was good reason shown to improve them. How can it be otherwise? If, as the authorities seem to contend, they were never meant to have that nature, but were to be subject to a diminution, at the end of the "period of peace," is it conceivable that the London Area scale would have been given a life, in the first place, two years shorter than the provincial? Of course not. Nobody ever dreamed of such an interpretation in 1919. Everybody has without rhyme or reason, adopted it as a reality since 1922. There has been plenty of time-serving and compromising, but these have no weight in this argument.

No worse example of craven time-serving in these matters could be produced than that mendacious and audacious voluntary abatement, forced by these same whining authorities on teachers, who weakly succumbed to the pressure, and then smugly wore the halos that a grateful public put round their heads for their baseless "virtues." Such was the simplicity that they never realised the folly of what they had done. They had proclaimed to all the world in general and the local authorities in special that they were too well paid, and their backs were properly bent to receive the next demand that would descend upon them. And it came. As soon as April 1st, 1925, appeared on the horizon it was only a question for the authorities to decide among themselves how violent the demand should be. And the teachers, poor things, have only just discovered that they ought not to have bent their backs at all.

And now after five years, comes arbitration! On what! Mainly whether the standard scales shall be reduced by this or that percentage. The five per cent. voluntary abatement was so simple, so easy, so lucrative, that no other method of treatment seems to have been thought of. And we have the vision of Lord Burnham patiently listening to all the dreary arguments, and reading wordy statements that he has heard and read before in order to decide not whether the standard scales should remain or go, but whether they should be "reduced." How we should all laugh if he increased them!

It is preposterous that one man, however sagacious, however wise, should "arbitrate" on such a matter as scales of salaries. It is no subject for arbitration at all. To decide between two conflicting interpretations of a document is one thing, and well within the capacity of an impartial judge. But to lay down what salaries should be paid to a body of public servants, with no principles to guide him, is not the task of an arbitrator. And even if the two "panels" in this case decide to abide by his decision, there is no guarantee that the parties whom they are supposed

to represent will do so. The authorities urged their constituents to agree with their findings before, but they were not successful. No. 4 of the "Submissions" is a mere pious resolution and proves the unsubstantial ground on which both sides are building. No. 5 is in like case—mere empty verbiage. The Board of Education has no power, if it had the wish, to compel authorities to adopt any scale of salaries at all.

The nonsense that has appeared in some of the educational papers about this "arbitration" scheme fills one with disgust. One piece of editorial gush in a journal which claims the patronage of 50,000 readers weekly spoke of Lord Burnham "crowning his notable services by inaugurating with his decisions what we trust will be a considerable period of absolute peace as far as salaries are concerned. Teachers will be relieved of a constant anxiety; the authorities will benefit by work which will cease to be distracted by disputes; and the public will reap the advantage in better schools and better educated children!" Could fatuity further go? One wonders whether the editor's clientele are 50,000 nurse-maids. The "period of peace" which Lord Burnham is going to inaugurate with his decisions is just as likely to aggravate anxiety as to remove it. So far from *this* being an item to rejoice about, it is rather subject for recrimination that a body of assumedly sane people should put into the hands of any one man so dangerous a weapon of mischief. There is nothing whatever in the Burnham submissions that would preclude a 10 per cent. drop in salaries for a period of 10 years—accepted beforehand! And we are having the bells rung over it in the manner of this foolish educational scribe!

I have already trespassed on your space unpardonably. I should much like to have dealt with the argument by a recent correspondent in *The Times* who called himself "Veritas." *Mendax* would have been a more suitable subscription. His is the kind of contribution that local authorities delight in, but for such perversions of fact and truth teachers have only themselves to blame. He and such as he have been encouraged in such delusions by their connivance at error. Teachers, led by their associations, made a fatal blunder in refunding "over paid" salary. They made another when they, again led by their "Executives," submitted to being robbed by a miscalled "voluntary abatement." If, as the result of the last stage of folly in the "orderly and progressive solution of the salary problem" they suffer an involuntary one, they will have the satisfaction of knowing, as the editor above said, that they are living in a "period of absolute peace and relieved of constant anxiety." The Burnham Committee never thought of "deadlocks" a few years ago. They've come to one now. So they arm their chairman with a casting vote and call him "Arbitrator." It sounds nicer—and wiser.

I am, etc.

QUOUSQUE TANDEM?

A GARDEN OF HAPPINESS: E. Stella Mead. (Macdougall's Educational Co., Ltd. 3s.).

This volume of children's verse by Miss Mead is pleasant enough on the lines of conventional fancy, faeries and gnomes and the usual stock in trade. I have no doubt that many children will enjoy it, though I myself always found faeries peculiarly feminine and unsatisfying, in contrast to the more realistic witches, who are most depressingly absent from this book. In her introduction, Miss Mead talks a good deal of sound sense, though it is expressed in an irritatingly "tender" manner. H.G.G.

THE ENGLISH FOLK DANCE SOCIETY.

Founded by CECIL J. SHARP, Mus.M.

SPRING TERM, 1925: January 19th to March 28th.

CLASSES IN FOLK DANCING will be held at the following Centres:

| | |
|------------------------|------------|
| BAKER STREET. | CROYDON. |
| GREAT PORTLAND STREET. | GREENWICH. |
| KINGSWAY. | |

For full particulars apply to: THE SECRETARY, E.F.D.S., 7, Sicilian House Sicilian Avenue, Southampton Row, W.C.1 Tel.: Museum 4580.

LITERARY SECTION.

BOOKS AND THE MAN.

Silchester and Others.

The "Everyday Life" Series, which followed "The History of Everyday Things in England," has now reached its third volume, and Mr. and Mrs. Quennell have written on "Everyday Life in Roman Britain," which is published in excellent dress by Messrs. Batsford at 5s. net. As usual, the drawings are a noteworthy feature of the book, and by courtesy of the publishers we are able to reproduce some of them in our pages. The coloured plates in the present volume lack something of the vividness of those in the first work, and the printer should be admonished accordingly. The line drawings are extremely attractive, conveying a sense of reality and serving admirably to supplement the verbal descriptions. Mr. Quennell is an architect of note, and his interest in matters of construction and craftsmanship peeps out constantly. This alone would serve to make this book wholly unlike the usual treatise on Roman Britain, and the difference is further emphasized by a certain lack of sophistication in the literary style, suggesting that the authors have been concerned with the matter rather than the form. If this is thought to be a defect, I can only say that I prefer this book with its faults to certain more ponderous and hesitating treatises which have been written by University professors. I found the chapter on Silchester especially interesting, and I commend it as furnishing material for a short course of excellent lessons to school children. Throughout the book there is evidence that the greatest possible care has been taken to consult the best authorities, and here and there a fresh light is thrown upon certain debated problems. An example is to be found in the drawing on page 14 bearing the title, "How the trireme was rowed." The drawings of ships have throughout a special fascination, and it will be easy to find in these pages matter for interesting lessons on the early development of sea-craft, a topic on which British boys often know far too little. It would not be difficult to suggest half a dozen or more ways in which this story of everyday life in Roman Britain might be utilised in a school. It furnishes many suggestions for the handwork room, authentic pictures and notes on costume for school plays, points for lessons in history, hints on how Roman roads were made, with possibilities in lessons on geography, and for the boy who is wrestling with Cæsar's Commentaries the pictures of Roman soldiers, fortifications, bridges and instruments of warfare will serve to give a welcome flavour of interest to what is often a needlessly dull exercise. It is for these reasons that I commend this book to the notice of my readers.

SELIM MILES.

A WORLD MAP.

Messrs. W. and A. K. Johnston have recently produced a "Bathy-orographical Wall Map of the World" on Mercator's Projection. It is 50 by 42 inches in size. The price, mounted on cloth with rollers, is 14s. In this form it may be had varnished or not, as preferred. The map is also mounted on cloth, dissected to fold. The lettering is excellently clear and the chief physical features of the world are well shown. Inset maps on Mollwerde's projection give the mean annual temperature and annual rainfall of the world.

REVIEWS.

Education.

THE BILINGUAL PROBLEM: a Study based upon experiments and observations in Wales: by D. J. Saer, Frank Smith and John Hughes. (Published for the University College of Wales, Aberystwyth, by Hughes and Son, Wrexham. Pp. 112. 2s. 6d.)

Accounts have appeared in the *British Journal of Psychology* and elsewhere of the experiments independently conducted by Mr. Saer and Dr. Frank Smith. During last year attempts were made to present popular statements of the method of these experiments, their nature and their meaning. The book under review is a carefully prepared statement, in a form which is at the same time accurate and non-technical, of the experiments and the results obtained from them; to which is added a discussion of the way in which these results affect the present views of the bilingual problem in Wales.

Very few people would advocate the abolition of the Welsh language, or its disappearance from the schools. It is easy to give reasons why it should be retained and why it should be taught. At the same time the strongest advocates of Welsh in the school ought to recognise that the situation contains problems which do not arise with a monoglot people.

The use of the word "bilingual" gives to the whole matter a false appearance of simplicity. Of this a number of writers have in the past taken full advantage. It is pointed out in this book that the single word covers a wide range of diverse phenomena. At one extreme may be placed those who may be regarded as non-lingual, since they are able to express themselves fully in neither language, but are compelled to borrow from one to make good their defective knowledge of the other. At the other extreme we find people who can express themselves fully in either language. More common, perhaps, are those who use Welsh at home and in their churches and chapels, but who employ English in all their business relations.

The majority of the children dealt with as "bilinguals" by Dr. Frank Smith and Mr. Saer fall within this third category. They come from homes in which Welsh is spoken, attend Welsh Sunday schools, use Welsh habitually at play, and are taught in school through the medium of English. The application of tests of various kinds—based on the Binet tests—by Mr. Saer, has convinced him that the result is a retardation due entirely to the use of the second language. Dr. Smith, testing in another way, noting carefully, not achievement, *but rate of improvement of his own efforts*, confirms these findings.

Dr. Smith's published work has been subjected to criticism on the ground that he is a non-Welsh-speaking Englishman, and that the subject he has chosen for his tests has been English. The criticism ignores the nature of the test, and displays a desire to confute rather than to understand. The pupil sets his own standard by his initial performance. The handicap of the "bilingual" pupil is shown by the fact that he improves more slowly than his monoglot classmate. Mr. Saer demonstrates the handicap of ability in general. Dr. Smith confines himself to the particular instance.

Mr. Saer's work has been criticised on the ground that he used intelligence tests in a field for which they were not originally designed. It has been urged that tests might have been designed to prove the contrary. This is no doubt true enough. It is further true that intelligence tests are not yet perfect. But it remains that intelligence tests are the best instrument we have, and that results obtained through their use in competent hands must take precedence of mere opinions based on enthusiasm or prejudice. Such, at the moment, are all we have to offset the careful work recorded in this book.

The remedy suggested is so obvious that the statement of it has the force of a surprise. The authors are in agreement that it is a mistake to attempt to teach in the early stages by the use of an unfamiliar medium. The remedy is not less Welsh in the schools—but more. Until the ninth year of his age at least the child should be instructed in the mother tongue. That is to say, the careful work of Mr. Saer and Dr. Smith results in a reasoned demand for more than mere enthusiasm has ever dared to ask.

For the rest, it remains merely to note that the experimenters are very anxious to point out the weaknesses of their own methods and to suggest extensions and modifications of experimental

work. Obviously, such extensions ought to be carried out in all parts of Wales by a number of investigators, whose work should be carefully co-ordinated. This might well seem to be a matter for special endowment.

The book has been excellently prepared. There is an adequate index, and each chapter has appended to it a bibliography.

EVERYONE'S ECONOMICS: by Robert Jones, D.Sc. (Sidgwick and Jackson. 5s. net.)

Although this book deals with economics it is here reviewed under the head of education for the very good reason that it supplies a need which has been felt by all who teach senior pupils. Here, in simple and clear form, we have an explanation of an important side of life. Dr. Jones is a teacher who has in him the root of the matter, a something that T. H. Huxley described as "a passion for lucidity." Hence we have a wealth of explanation and illustration, some useful diagrams, and a noteworthy absence of that ambiguity or verbal fog which makes economics, as presented by some writers, a dismal science indeed. This book will be hailed with joy by teachers of adults, such as students in W.E.A. classes and the like. Those of us who have tried to minister to the hunger of the intelligent artisan for a knowledge of economics have wished that there were such a work as this to supplement our discourses and discussions, and to serve as an introduction to the bigger books. The arrangement merits notice, for we have 145 pages, followed by another 150 pages of "Appendix." The second part is well-designed to give material for further reading, while the first gives that bird's eye view of the subject which a good teacher will strive to offer before plunging into a strange topic. As a beginning it would be an excellent thing if every candidate for Parliament and every member of the Federation of British Industries were required to master thoroughly the first part of this book. The second part might be read as a qualification for ministerial rank.

R.

English.

ENGLISH LITERATURE BEFORE CHAUCER: by P. G. Thomas. (Edward Arnold. 8s. 6d.)

There is an admirable unselfishness, never ceasing to surprise, in a certain kind of book about books; by comparison original writers seem unprincipled and mercenary; they foist upon the world more of what it has too much already. More scrupulous, scholarly persons exercise their self-denial to catalogue riches acquired long ago, still unrealised. They have the gift of self-denial, since every original writer can point to his work—however poor a thing at birth, with however wretched a career, and say like Gloucester—"there was fine sport at his making."

But while poets and novelists lie abed, drowsily engaged in this slothful propagation, scholars are up and riding away from the smooth shires of nineteenth, eighteenth, seventeenth and sixteenth century literatures, to round up flocks scattered on wilder hills. They herd them and fold them, and we are allowed to walk between the pens, feel the deep fleeces, remark lustrous eyes, and comment that these, after all, are almost as fine as the creatures of lowland pastures. We can indulge the irrelevant sentimentality of town ladies at a cattle show; I suppose the drovers hold us in contempt.

Probably there are very few (unurged by any academic purpose) who add a knowledge of pre-Chaucerian work to their love of English literature. We may know the finished, carefully pleasant prose of Edmund's Chronicle, or have appreciated the foggy terrors of Beowulf; we may have used Sir Israel Gollancz's admirable series of Select Early English Poems, making acquaintance with "Pearl."

Mr. P. G. Thomas can connect isolated pleasures as well as possible; I only wish he could have been more detailed, and allowed, for instance, greater space to so delightful a poem as "Winner and Waster":

Winner is complaining against the prodigality of Waster—

"Were this not enough, another course follows:—

Roast with rich sauces and royal spice,
Kids cleft in the back, quartered swans,
Tarts of ten inches. It tortures my heart
To see the board o'erspread with blazing dishes,
As a rood arrayed with rings and with stones . . .

And ye will have basted birds broached on a spit,
Barnacle geese and bitterns and many bitted snipes,
Larks and linnets, lapped all in sugar,
Teals and titmice to take which you please;

Devils and dishmeats, that dearly cost . . ." P. Q.

TWO ANTHOLOGIES.

ENGLISH SATIRES, with an Introduction by Oliphant Smeaton. (Blackie and Son, Ltd. 2s.)

THE BOND OF POETRY, a book of verse by Australasian schools: Ed. J. J. Stable. (Humphrey Milford, Oxford University Press. 2s. 6d.)

The first of these volumes gives an excellent survey of English satire in prose and verse, from the time of Langland to that of Calverley. I have but little criticism to make, for the collection is both wide and original. But why is Shelley not included, and why has the editor printed Browning's "Cristina" in a metre of his own? Nor do I think "The Lost Leader" comes under the heading of satire. In an otherwise good introduction Mr. Smeaton excuses himself for his non-inclusion of living writers by declaring that the vitriolic quality of satire has been lost. I think, with all respect, that Mr. Smeaton is talking nonsense, and should like to see here G. K. Chesterton's "Ode to F. E. Smith," or his "Ballade d'une Grande Dame," Belloc's "Verses to a Lord," and at least one example of that master of political satire, Rudyard Kipling, his attack on Lord Reading entitled "Gebaz," or his incomparable "Russia and the Pacifists."

As for Mr. Stable's anthology I just hope that it will not occur again.

H.G.G.

THE BROWNINGS, DICKENS AND THACKERAY, SHELLEY, SIR WALTER SCOTT, TENNYSON AND MATTHEW ARNOLD, WORDSWORTH: by Oliver Elton. (Edward Arnold. Cloth, 2s. 6d. each; paper, 1s. 6d.)

This series of small volumes are chapters reprinted from Professor Elton's Survey of English Literature. They are too short to contain much more than a brief sketch of the subject, but the style is always clear and interesting. In his volume on Wordsworth the author shows a real insight and discrimination and a critical enthusiasm which is greatly needed at the present time.

We wish that Edward Arnold and Co. would cease their objectionable habit of stamping review copies, and thus making them ineligible for any self-respecting shelves. We believe that this publisher is alone in continuing the old policy of disfigurement.

H.G.G.

Art.

WITH BRUSH AND PENCIL: a Graduated Scheme of Drawing for Schools: by Forster Robson. (J. C. Allen and Co., London. Each 6d. net.)

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R.

ART IN INDUSTRY: by Charles R. Richards. (New York: The MacMillan Company. 30s.) Pp. 499.

The present volume is in substance the report of an Industrial Art Survey conducted under the joint auspices of the National Society for Vocational Education of America and the Department of Education of the State of New York. Such a document of its nature is of supreme value and of great interest; it presents a very clear picture of the actual conditions governing the practice of applied design in the United States with regard to manufacturing industries in which design plays an important rôle. The industries represented are textiles, costumes, jewellery, silver-ware, furniture, lighting fixtures and art metal work, ceramics, wall-paper, and printing. The field of investigation centres more or less round New York, as being the veritable heart of all industrial art activities throughout the States. Other centres are not, however, wholly disregarded; cities, extending westwards as far as Minneapolis and St. Louis, have been studied. Resultingly, if the survey has been somewhat centralised, its ramifications are yet sufficiently extensive as to justify its claim of being, properly speaking, almost a national study.

(Continued on page 30.)

GREAT NAMES IN ENGLISH LITERATURE.

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Apart from its undoubted interest and value to those connected directly or indirectly with any aspect of industrial art, British, American, or foreign, this volume should tend to improve existing conditions in the States, and at the same time prove serviceable to industrial bodies in other lands, by its well-reasoned exposure of the weaknesses in the American system and by its pregnant contribution of intelligent measures likely to lead to progressive reform and far-reaching development in this branch of art. It will very materially assist the consummation of the author's wish for "a consciousness that a finer quality of art in American life constitutes a national need."

A. D. MACK.



A ROMAN KITCHEN.

From "Everyday Life in Roman Britain," by Marjorie and C. H. B. Quennell. (Batsford. 5s. net.)

art trade-standards. This leads naturally to the implication that America is perforce largely reduced to dependence on Europe for stable criterions and principles, as in actuality she is. But then America is a new country and still young and wholly wanting in artistic tradition. Hence her dependence on European creativity, which has the strength of centuries behind it. In the field of fashion alone can America in any degree successfully compete with Paris? It cannot. A vast continent being indebted, completely and without reserve, for her modes to one city, and that city transatlantic, is, while not unique, at least under the circumstances an absurd situation.

History.

THE WANING OF THE MIDDLE AGES: by J. Huizinga. (London: Edward Arnold and Co. Pp. 328. Price 16s. net)

Professor Huizinga, of Leiden University, is to be congratulated on such a splendid achievement as the present volume; it is the translated adaptation and reduction of the original Dutch edition of 1919. Mr. Hopkin, of Leiden, is the translator, but the author has supervised and directed operations throughout.

The book is an attempt, a very successful attempt, to trace the forms of life, thought, and art, obtaining in the late Middle Ages, with special reference to France and the Netherlands. Such a task is of its nature formidable, and would involve long and patient research. Despite the numerous complexities, Professor Huizinga has avoided very skillfully the pitfalls which would have inevitably trapped the less experienced at every turn. He knows his theme, and handles it with care and foresight, with rare discrimination and judgment, never losing the end in view—so much so that his work maintains almost throughout an astonishing continuity. The material as he arranges it is most attractive and of absorbing interest; here is the essence of an historical period in a charming form. No chapter is dull, and many are arresting.

Regarding the fourteenth and fifteenth centuries as the most fitting period of termination in the history of the Middle Ages, the professor establishes the thesis that, to appreciate and understand them fully, we must consider their significance and rôle in the scheme of things not as a prelude to a new phase of culture, but as climax and perfection of the old. For him mediæval and classical traditions lose their import when indiscriminately identified with the spirit or the cultural ingredients of modernity. Such a view is sane and, on the whole, convincing.

Every aspect of the age in question is succinctly discussed. A perusal of these pages must leave the reader with very clear ideas on the main characteristics of mediæval life in Europe. If enthusiasm has led to occasional error, it is only to very slight and negligible error, but detracts in no way from the permanent value of the volume. The matter is arranged on more or less logical lines—Life, Love, Death, Religion, and Art being the essential topics. The insertion of several fine plates illustrative of the subject matter is an agreeable feature in the work, while the exhaustive bibliography and carefully compiled index form two important adjuncts enhancing its utility. Both for the student proper and the cultured reader in general it will serve as an excellent introductory manual to a vast subject.

A word of praise is due to the translator, who has pursued his labour with scholarly care and marked ability. A. D. M.

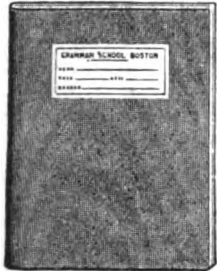
PIRACY IN THE ANCIENT WORLD: an Essay in Mediterranean History: by Henry A. Ormerod, M.A. (The University Press of Liverpool, and Hodder and Stoughton. 10s. 6d. net.)

TUDOR ECONOMIC DOCUMENTS. Volume II: Commerce, Finance and the Poor Law: by R. H. Tawney, B.A., and Eileen Power, M.A., D.Lit. (University of London Historical Series, No. IV. (Longmans. 15s. net.)

Both these books are in the strict sense University products, and in both cases their use will be largely, though not entirely, connected with universities. That remarkable person, sometimes said to be mythical, "the general reader," will let them alone. Certainly, the word "piracy" might in the first place attract him. The attraction, moreover, would be intensified by the title-page, a representation of keel-hauling in ancient days in the setting of a Greek frieze (quite ignored by the haulers and haulées). But the detail of the book is the detail of the scholar. It contains the essential facts about Mediterranean piracy, set out in their due order and place, with rightful references and quotations. Blood-curdling thrills, picturesque or picaresque

(Continued on page 32.)

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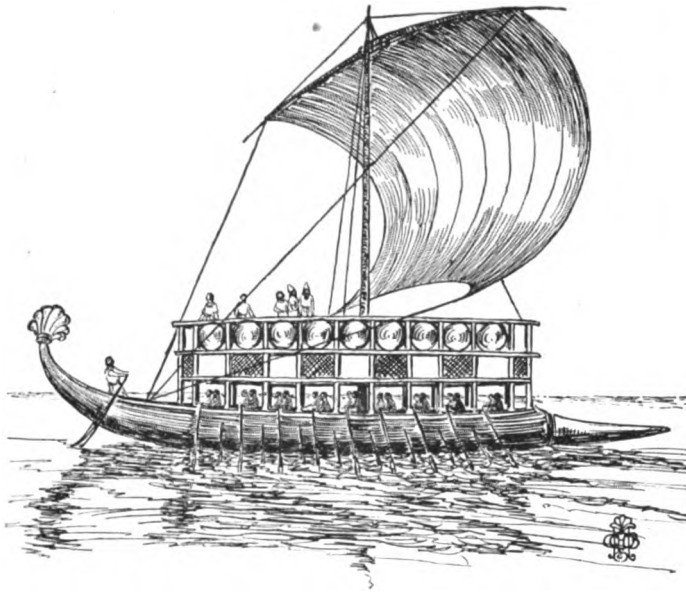
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details, however, are difficult to find. A modern journalist, trained in the value of the sensational, would almost unhesitatingly "blue-pencil" the lot—though he might write up the keel-hauling, and quote Long John Silver. It is a good, solid, scholarly piece of work, and there is its commendation and its condemnation. It is well printed, on good paper, with generous margins. The light-grey cloth binding will certainly "show the dirt," as housewives say of wall-paper, but scholarly fingers will be careful with it.



AN ASSYRIAN GALLEY.

From "Everyday Life in Roman Britain," by Marjorie and C. H. B. Quennell. (Batsford. 5s. net.)

We have already noticed the first volume of Mr. Tawney's and Miss Power's Source-book of Tudor documents. These three hundred and seventy pages of the second volume are as good as their predecessors. The subjects are in many ways more interesting to modern enquirers even than those of the first volume. The sections are: I, Commerce and Colonisation; II, Shipping; III, Credit and Money Lending; IV, High Prices and Coinage; V, Taxation; VI, Patents and Monopolies; VI, Vagrancy and Poor Relief. Here are many of the most characteristic Tudor social questions.

The set of three volumes will be an invaluable store-house for students of economic history; and indeed many readers of history will have cause to be grateful to Mr. Tawney and Miss Power. But these three volumes will cost £2 5s., and most students are anything but wealthy. The editors have done their hard and valuable work very well. Could not their efforts be seconded by the publishing authorities who are concerned?

R. J.

Fiction.

SARD HARKER: by John Masefield. (Heinemann).

Mr. Masefield has achieved a "thriller" such as will make the mouth of a film promoter water. He gives us a feast of all the ingredients which the makers of adventure stories are wont to use, bringing them together in one exciting tale with a prodigality which must seem sheerly wasteful to more parsimonious dealers in excitement. We have the bold sailor, the temple of a forgotten race, a kidnapped maiden, mysterious and unclean savage rites, lawless rum-runners, venial police, an evil monster masquerading as a priest, prize-fighting, secret poisonings, a shipwreck, solitary journeyings amid desert and snow peaks, vultures, snakes, tarantulas, wolves, panthers and bears. The hero is indomitable in courage and incredible in physique. He rides for several miles by bicycle along a bad road, starting in the late afternoon, to warn a brother and sister of their danger. His bicycle is stolen and he tries to return to the port on foot. In some twenty-four hours he is caught in a bog, poisoned in the leg by a sting-ray, bitten by leeches, carried for miles in a goods

train and imprisoned in a remote gaol. His escape and immediate adventures are exciting and exacting enough to try the physique of Hercules, but he wins through and is tucked away quite comfortably in the final pages, wherein the author finds himself compelled to use something like force to bring his characters and incidents into line for the closing pictures of the last reel.

Sard Harker is a remarkable *tour de force*. I suspect that Mr. Masefield has had a recent surfeit of tales of wild doings by what American newspapers call "he men," with the result that he determined to beat the lot in one single effort. He may claim to have succeeded by the lot of his incomparable style. Beyond praise are the ease and delicacy of his descriptions of scenery and incident, the deft touches of observation and the rapid flow of the narrative. The strait-minded persons who bewail the modern task for thrilling fiction may feel grateful to Mr. Masefield for this book. After reading it, most of us will find the ordinary adventure tale a thing of little worth or interest. R.

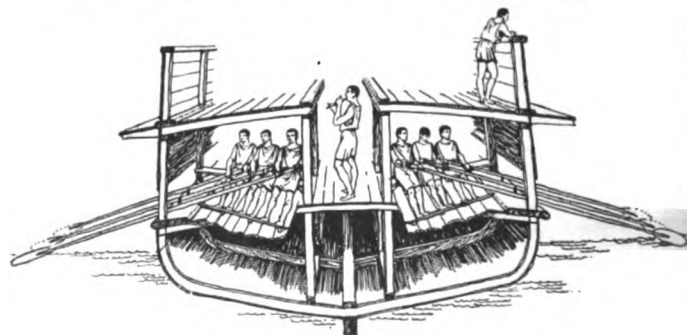
Mathematics.

MATHEMATICS FOR TECHNICAL STUDENTS: by E. R. Verity, Head of the Department of Mathematics and Mechanics at the Technical College, Sunderland. (Longmans, Green and Co. Pp. 468. 12s. 6d. net.)

Mr. Verity sets out to teach mainly through worked examples, a good plan of which he makes a decided success. A little knowledge of the fundamental processes of arithmetic and of the use of algebraic symbols and of the simple parts of elementary geometry and mensuration are assumed; a good student could get along from the start, without most of this knowledge, however.

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H. P. S.

(Continued on page 34.)

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Classics.

GREEK HISTORICAL THOUGHT FROM HOMER TO THE AGE OF HERACLIUS: by Arnold J. Toynbee. (London and Toronto: J. M. Dent and Sons, Ltd. Pp. 256. 12s. 6d.)

In these soulless days of modernism which almost deny or, at least, extensively disregard and under-estimate the cultural and æsthetic values of that mighty heritage Hellenic master-spirits have bestowed upon humanity, the appearance of just such a volume as the present is most reassuring: the star of Hellas has not yet set: it is but eclipsed, and will shine again with still increasing brilliance.

In this volume the author has attempted much—and has achieved it with conspicuous success; he has set out to trace, and has succeeded in tracing admirably well, by means of illustrative extracts from the principal Greek historians, the evolution of historical thought from the days of Homer to the age of Heraclius—a period embracing seventeen long centuries: here then is the vast material of a subject still more vast, but all has been subjected to close analytical scrutiny, narrowed down—there is nothing superfluous or irrelevant—narrowed down comprehensively to a non-destructive minimum, and arranged in the briefest compass consistent both with continuity and clarity. The book contains four parts which while in themselves distinct, yet combine to form a harmonious whole. The first is a series of prefaces illustrating the spirit in which Hellenic historians regarded their work and conceived of history both general and particular. These prefaces are an excellent key-preface to the succeeding parts of which the second and third treat respectively of the Philosophy of History and the Art of History—the latter from the point of view both of technique and of criticism. The second part—containing itself five sections—has been exceptionally well-handled and is perhaps the most valuable and interesting. The last part is brief, but gives three excellent epilogues, one from Xenophon and two from Polybius.

We must not overlook the painstaking care which Mr. Toynbee has bestowed on the translation of his extracts. His renderings, if not all entirely felicitous, reveal frequently a not inconsiderable ingenuity and high efficiency as a translator. Nor must we overlook the useful index—a *sine qua non* in such a work—nor yet the unique and pregnant introduction which complete the volume. The introduction defines the intent and nature of the material. This while valuable and interesting is less so than are the author's

pregnant precepts on translation; his ideal of translation is not literal—he seeks to approach, and perhaps it is the best, the ideal method, ancient texts, Greek or otherwise, not with a feeling of awe and reverence as for something remote and dead, but to approach them—allowing for the anachronism—with a sense of relative contemporaneity: in consequence he seeks to clothe them in a dress that does not smack of the antique and foreignly strange, but which appeals to us as being akin to Western ideas and civilisation, as being, in short, of our own age, fresh active, and alive.

Mr. Toynbee is to be congratulated on his achievement. Such a work from its nature must have involved many difficulties and created immense labour—but these have their compensation: the resultant production is of signal success, will prove to be of permanent value, and must take a high and honourable place in the ranks of similar volumes. A. D. MACK.

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(Continued on page 36.)

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Electrical Engineering.

ALTERNATING CURRENT RECTIFICATION: by L. B. W. Jolley, M.A. (Chapman and Hall, Ltd. Pp. 352+xviii. 25s. net.)

The subject of the rectification of alternating currents is extremely important commercially, and its importance is likely to be increased in the near future. The problem is also of great interest to research workers in various branches of physics and electrical engineering, and the range of voltages with which they deal may stretch from a hundred thousand down to a small fraction of a volt. Thus it is obvious that a book on this subject must cover a very wide field, and the author is to be heartily congratulated upon his success in the heavy task he has undertaken. This is really an important work, for it fills a gap in the literature of electrical engineering. Formerly there was no treatise solely on this subject, and a large portion of the material was only available in the transactions of the learned societies. In this connection it is interesting to note that, in his exhaustive bibliographies at the end of the chapters, the author has given references to the précis of papers given in "Science Abstracts," as well as to the original papers. This is a most helpful idea, and one which might very well be copied by other writers, since "it is often found that a glance at an abstract may render a reference to an original article unnecessary; such periodicals, especially those of foreign origin, are often difficult of access and translations not easy to obtain."

The book is divided into six rather unequal parts, and about half the space is taken up with Part III on Gaseous Conduction. Four chapters are devoted to the mercury vapour rectifier which up to the present has chiefly been used in America, Germany and Switzerland, rather than in this country, for high voltage distribution on a commercial scale. The author thinks that this type of rectifier will be more generally used over here in the future, as it "has the great advantage that it is a static plant and requires little attention." The chief difficulty in the successful manufacture of these instruments is the maintenance of a sufficiently high vacuum, and there are two types in use at present, one having a steel container and the other a large glass bulb, both of which can be easily evacuated. The sealing arrangements for the leads also present certain difficulties, and the descriptions of this part of the work are excellent and most helpful. Vacuum tubes and gas-filled tubes which can act as rectifiers, such as the neon lamp and Langmuir's "Tungar" argon filled bulb with a graphite anode, are described.

Part II deals with Mechanical Rectification by Rotary Converters and Commutators; there is also an interesting discussion of the vibrating reed. These methods are used commercially at present, and are therefore of great practical importance.

The last three parts are short and describe electrolytic and wireless rectification, and the accurate measurement of alternating currents by means of direct current instruments after rectification.

Throughout this treatise, the mathematical analysis pertaining to the instruments in question is given clearly and in detail. This will prove helpful to those wishing to know the theoretical foundations on which their practical work rests. The harmonic analysis of wave form is dealt with in the first part of the book.

General.

THE CROSS WORD PUZZLE BOOK. (Messrs. Hodder and Stoughton, Ltd. Price 3s. 6d. net.)

At the period of Christmas, it may be supposed that most of us will have much leisure time that we shall find difficult to fill—at least this must be the supposition of the unknown authors of the "Cross Word Puzzle Book." The puzzles fascinate—I find that this means "captivate, often with the 'evil eye,'"—you may wonder why I put this definition. Well I came across it during my rambles through the dictionary while attempting a cross-word puzzle—so they have an educative value, even if it is only the enrichment of the vocabulary.

To get back to facts; here are twenty-four puzzles calculated to keep any one silent, save when asking the name of this or that with so many letters, and also to keep them busy for approximately a week. Surely this is good entertainment for the meagre sum of three shillings and sixpence. We would warn those who do not like arduous mental tasks that this is not the book for them; it is not the book for children, nor for those who get ill-tempered when unable to solve a difficulty; it is pre-eminently the book for those of placid temperament. J.R.

NEWS FROM THE PUBLISHERS.

The Cambridge Press will publish immediately the eighth volume of *The New Shakespeare*, "A Midsummer Night's Dream," edited by Sir Arthur Quiller-Couch and Mr. John Dover Wilson. In addition to the text, notes, and glossary, the volume will contain as usual an introduction by Sir Arthur Quiller-Couch and a stage history by Mr. Harold Child. A portrait of Elizabeth Vernon, Countess of Southampton, is reproduced in photogravure as a frontispiece. The same press will also publish "A History of British Earthquakes," by Dr. C. Davison, in which the author's aim has been to compile a catalogue of all known British earthquakes, to trace the zones in which crust-changes have recently occurred and in which the faults are yet alive, and to discover some of the laws that rule the growth of faults.

Messrs. Constable announce that they have started publication of "The Halliford Edition of Peacock." Mr. Brett Smith's edition of the collected works of Thomas Love Peacock will be complete in ten volumes. The volumes now published are Nos. II, III, IV, and V. An attempt has been made to produce a format at once elegant and dignified. The Halliford Peacock is a special size extra crown octavo. They are bound in a smooth, highly-glazed, plum-coloured cloth, specially made in facsimile of the cloth used in the thirties on Bentley's Standard Novels, in which famous series the final texts of some of Peacock's chief stories were published. In further deference to the Standard Novels, the new Peacock volumes have black labels, lettered in gold. The Halliford Peacock is limited to 675 sets for world sale.

Messrs. Longmans, Green and Co. have just published "My Garden Book," prepared for the daily use of all who own a garden big or little, by John Weathers. In this work the author, who has had over forty years' daily experience in practical, scientific, and commercial horticulture, not only deals with the best practical methods of modern cultivation and propagation of plants, but also with the reasons underlying the various operations. The work is, in fact, a treatise on the Theory and Practice of Modern Gardening. It aims at telling the gardener, whether professional or amateur, in plain untechnical language not only how to perform the work in the fruit, flower, vegetable, rock, bulb, or water garden, but also gives reasons why they should be done in a certain way. He appeals to the intelligence of everyone who takes a keen interest in common-sense gardening for pleasure or profit.

Messrs. Methuen have just published "The Elements of Colloidal Chemistry," by Dr. Herbert Freundlich. This little book, by the author of "Kapillarchemie," the standard work on colloidal chemistry, is strictly a non-mathematical introduction to the subject. Yet it deals fully with fundamental principles. It mentions many biological and technological applications, and should appeal strongly to students of physics and chemistry, physiology, bacteriology, medicine, agriculture, etc. The work has been translated by Prof. G. Barger, of the University of Edinburgh.

Sir Isaac Pitman and Sons have issued a Report of the Conference of Commerce Teachers held at Lady Margaret Hall, Oxford, in July last. The pamphlet costs 1s., and gives summary of addresses delivered by Mr. John Lee, who acted as Chairman, Sir William Ashley, Mr. Beresford Ingram, and others.

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The Third Session will begin late in September or early in October.

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THIRTY-FIFTH ANNUAL CONFERENCE,
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THE THIRTY-FIFTH ANNUAL CONFERENCE of the Society will be held at The Hotel Majestic, Harrogate, beginning on Monday, December 29th, 1924, and ending on Friday, January 2nd, 1925.

PROGRAMME.

MONDAY, DECEMBER 29th, 1924.

8-30 p.m. Reception by the PRESIDENT, VICE-PRESIDENT, and MEMBERS of the GENERAL COUNCIL.

TUESDAY, DECEMBER 30th, 1924.

11 a.m. Opening Meeting (Academic and Morning Dress).

HIS WORSHIP THE MAYOR OF HARROGATE (Mr. Councillor C. E. Carter, J.P.) will preside at the Opening of the Conference.

Presidential Address (in the unavoidable absence of Sir Landon Ronald the Address will be given by the Vice-President, Mr. A. T. Akeroyd).

2 p.m. Visit to York Minster.

8 p.m. Lecture by PROF. LASCELLES ABERCROMBIE, Professor of Poetry, Leeds University, entitled "WORDS AND MUSIC."

WEDNESDAY, DECEMBER 31st, 1924.

10 a.m. Annual General Meeting of Members.

2-30 p.m. Discussion, "PROFESSIONAL ETIQUETTE," to be opened by DR. A. W. POLLITT, Lecturer in Music, Liverpool University.

8 p.m. Lecture by MR. PERCY PITT, Controller of Music to the British Broadcasting Company.

THURSDAY, JANUARY 1st, 1925.

10 a.m. Lecture by MR. BERNARD JOHNSON, B.A., B.Mus., Cantab., F.R.C.O., entitled: "THE ORGAN AS AN EDUCATIONAL MEDIUM."

Synopsis :

On Programme Building—On Arrangements—The Need for Variety—Annotations of Items—Verbal Explanations—The Organ in Combination with other instruments—A Systematised Outline in Recital Programmes—Musical Needs of a Provincial Town—A Musical Adviser Necessary—His Duties—What can be done for Children—A Nottingham Experiment—Concertos with Organ Accompaniment—Strings with Organ—The Parish Church a centre of Musical as well as Spiritual Life of the Parish—How the Clergy might help.

2 p.m. Visit to Ripon Minster and Fountains Abbey.

8 p.m.

Lecture by DR. E. W. NAYLOR, Organist of Emmanuel College, Cambridge, entitled "ROMANTICS FIRST AND LAST."

Synopsis :

Music without Romance is as "unthinkable" as History without Bias. The latter perhaps desirable (?) is, at any rate, impossible: the former is neither desirable nor possible—for music without "sentiment," without "expression," without "feeling," is simply not music at all, but a Phlizz, an appearance without a corresponding reality. All the good composers are romantics. They always have been so. This lecture-at-the-piano is an attempt to show the twentieth century composer clasping hands with his forefathers of the sixteenth century. Marvellous the change, no doubt, but marvellous the likeness which presents itself to the student. The French proverb applies strangely well to music—"*Plus ça change, plus c'est la même chose.*" Illustrations by Turina, de Séverac, L'Admirault, Byrd, Farnaby, Gibbons, Tomkins, and Anon. (would that we knew these by name!).

FRIDAY, JANUARY 2nd, 1925.

10 a.m.

Lecture on "THE PROBLEMS OF MUSICAL DICTIONARY MAKING," by DR. A. EAGLEFIELD HULL, General Editor of the New Dictionary of Modern Music and Musicians.

Synopsis :

Dictionaries of the past—Limitation of period and its results—Choice of people and topics—Foundations—National distinctions—The question of balance—Professional divisions—"Cliques"—Kindness of heart—The recognition of the Teaching Profession in the Dictionaries of Riemann, Grove, Baker, and others—Problems of Contemporary Music from the composer's, performer's, and teacher's points of view—The question of critical judgments and individual estimates—Value-judgments of twenty years ago—Bibliography and musical teaching—English criticism and the new Dictionary—Fortunately a humorous side.

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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 Dental Board's bursaries, by means of which admittance can be gained to this profession, were brought to the attention of Education Authorities throughout the Kingdom last year in a circular letter, and, subsequently, by a notice in some of the principal Educational Journals, but the recommendations by Schoolmasters have not hitherto been as numerous as was expected. The Board hope to receive in future a larger number of names from which to select the most suitable candidates.

There is probably, at the present time, no other profession in the country into which a student, qualified to take advantage of professional training, may obtain entry practically without any cost to himself, and it is hoped that the Local Education Authorities will continue to recommend students for the Board's Bursaries.

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THE
EDUCATION·OUTLOOK
AND EDUCATIONAL TIMES

FEBRUARY, 1925

NOTES AND COMMENTS.

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

Conferences.

The opening week of each year may now be regarded as an education publicity season. Parliament is not sitting; the Law Courts are closed; politicians are avoiding the platform; the doings of burglars and the domestic affairs of ill-mated couples have ceased for awhile to demand attention, and the newspapers are therefore able to devote some space to recording the speeches at educational conferences. They make a valiant effort to cope with the flood of eloquence, but their reports are of necessity severely curtailed, and the average reader probably feels some bewilderment of mind when he attempts to discover what teachers are thinking about. Apart from the private business meetings of associations, which are not reported, there are gatherings to receive counsel and inspiration from distinguished men and women of the most diverse views, and meetings arranged by special bodies for the purpose of making themselves and their aims widely known. From the welter of talk there emerge a few sentences which are duly enshrined as "Sayings of the Week," but there is little that can be discovered and set out coherently as a permanent contribution to educational advance. When teachers are organised in a manner more compact than at present it may be possible to have a central theme at each of these annual gatherings and to promote discussions which will educate public opinion instead of confusing it.

Central Problems.

Two questions were prominent in the conferences of this year, namely, the supply and training of teachers and the education of adolescents. At University College an afternoon was devoted to the first-named topic. In a racy and well-informed speech Mr. Ernest Young urged that the general education of teachers should be taken out of the seminary or special training college and carried on in association with Universities where students may meet others who are preparing for different forms of work. Teachers generally support this view and the training colleges have no reason to oppose it, since, if it is carried into effect, they will be free to engage in their proper work of giving a training in teaching. There ought no longer to be any need for the selection and labelling of young boys and girls as future teachers in elementary schools. Our provision of secondary and higher education should be such as will provide a supply of young men and women with the necessary intellectual equipment from whom the number of recruits to the teaching service would be forthcoming under conditions of free choice such as operate in other professions. If the provision of necessary educational facilities is not adequate, or if the conditions are not attractive enough to bring recruits, then these defects must be remedied.

Apprenticeship for Teachers.

There seems to be a growing feeling that the modern product of the training college compares ill with the newly-qualified teacher of a generation ago in regard to certain elementary but necessary parts of the professional equipment. Complaints are made that the teacher who leaves the training college to-day is not so well versed as were his predecessors in the art of class management. It is admitted that he is often better educated, but it is pointed out that his superior knowledge is not communicated to his pupils, since he cannot arrest and hold their attention. It is well to recognise that no training college or diploma course is likely to give to a teacher those qualities and aptitudes which will come only as the result of sustained practice modified in the light of growing experience. It is well known that many head masters of public schools attach little importance to a certificate of professional training. In this they are mistaken, since it is necessary for the young teacher, as for the beginners in other callings, to undertake a period of definite preparation before claiming to be regarded as competent. The verdict on the product of the modern training colleges and the opinion of head masters of public schools may be held, however, to justify the statement that there should be provided for every young teacher a period of apprenticeship in a selected school.

The Need for Variety.

It is well to recognise that a course of training which is suitable for one person may be almost useless for another. The graduate who has spent several years in advanced studies often finds it tedious to undertake a course of elementary psychology and to listen to lectures on methods of teaching. It is for such recruits that the method of apprenticeship would be especially useful, since they would be introduced at once to the practical problems of the classroom and would learn that teaching involves something more than the mastery of text-books. For the beginner whose general education has not been thus rounded off, a college course is desirable, but it should be directed to professional ends and should take the form of a reconsideration of the subjects of a school curriculum, regarded this time as material for the instruction of children. The student will have regarded them hitherto as material for the furnishing of his own mind, but an important part of the training of a teacher lies in this reconsideration of subjects from the fresh point of view. Some kind of college course should be taken by all who have not had the benefit of corporate life in a university or an institution of university standing. This experience is a necessary part of the equipment of a teacher, inasmuch as it serves to extend his knowledge of human nature.

Education and Youth.

There is coming into view a fairly clear division between those who hold that the most practicable form of education for young wage-earners is to be found in the day continuation school and those who desire the extension of the present school-leaving age from fourteen to fifteen. Alderman P. R. Jackson has declared that there are not enough policemen in the country to secure the attendance of young wage-earners at day continuation schools, but this is merely an echo of what used to be said concerning compulsory attendance at elementary schools. The real issue is one of expediency. Sooner or later we shall find it necessary to raise the school-leaving age to fifteen and to provide appropriate secondary education for all children after the age of eleven or twelve. In the meantime, it should be possible to establish a system of compulsory continuation schools for wage-earners up to sixteen, seeking to ensure on the part of the employers of such children a recognition of their obligations to those who are in their service. The casual employment of young people ought to be prevented by legislation, designed to prohibit boys and girls from leaving school before the age of fifteen unless they do so for the purpose of entering upon a form of employment in which a continued education will be provided. A rule of this kind would probably have the support of the trade unions, for they have nothing to gain from the competition and consequent lowering of wages brought about by the employment of young persons in industry.

Wireless Lessons.

It is not surprising to find that the inspectors of the London Education Authority have discovered little of educational value in the use of wireless in schools. One of the earliest experiments was described in our column by a teacher who was present during the "lesson," and her verdict is now confirmed to the full. It would be unfair to blame the Broadcasting Company or their enthusiastic Educational Director for defects in transmission which are due to the use of imperfect receiving instruments or loud speakers. Nor can we fairly find fault with the programmes of lessons or with the lectures. The failure must be ascribed to a cause which is inherent in any attempt to teach children by mechanical devices. For the first lectures they will display interest, but it is a spurious interest, directed to the apparatus and to the novelty of the experience rather than to the matter of the discourse. When the spurious interest has worn thin there remains only the task of listening to a ready-made lecture. This cannot be adjusted to the actual circumstances of a class or to the mental pace of individuals and it leaves merely a set of hazy impressions. Good stories, or interesting episodes in history, told by a skilful "announcer," have their uses in school and it might be possible to use good wireless transmission as a means of establishing a standard of correct speech in English and in foreign languages.

Sir John Adams.

Readers of THE EDUCATION OUTLOOK will be among the foremost in congratulating Sir John Adams upon his place in the New Year Honours List. Nothing could increase our esteem for him or our sense of his great services to education, but it is pleasant to find that the qualities we have long admired are now recognised in this formal and noteworthy manner. It is true that places in the Honours List are sometimes taken by people whose value to the community demands ingenious exposition before it can be perceived or understood, but the honour shown to Sir John has been neither sought nor bought. It is a tribute to his distinguished work in a most important field and all teachers will feel that their own work has been honoured, and in the method that they would have chosen, since their acknowledged chief has been selected to represent them. Sir John Adams is lecturing in South Africa, and his return home via California may be delayed for some months to come. When he is once more among us there will doubtless be found an early opportunity of giving public expression to the goodwill of teachers, and to the hope that he and Lady Adams may long enjoy their new dignity. One of our contributors has sent to us some verses which will be found below.

TO PROFESSOR SIR JOHN ADAMS, KNIGHT.

*"He was a verray parfit gentil knyght,"
So wrote our Chaucer in the bygone days
Of him who gained renown and worthy praise,
Striving with heathen darkness for the light:
Who bore the brunt in many a gallant fight,
A splendid pattern in all noble ways:
Who prized his knighthood high, and strove
to raise
His Order's fame by championing the Right.*

*A "gentil knyght" we honour once again,
Who waged with Ignorance relentless war
And won his spurs. Untiring to attain
His high ideals he laboured, and his store
Of Knowledge spread abroad, that we remain
Deep in his debt, enriched for evermore.*

GILBERT J. PASS.

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.

V.—THE FUTURE OF LAW TEACHING.

BY H. C. GUTTERIDGE, M.A., LL.B., Cassel Professor of Commercial and Industrial Law in the University of London.

The position of the Faculty of Laws in the University of London is in many respects an unusual and difficult one, although in theory its opportunities are without a parallel elsewhere. Its close proximity to the centre of the legal activities of the Empire affords facilities for a detailed study of the law in action such as are not possessed by any other British University. Moreover, as has been well pointed out by Mr. Richardson in the EDUCATION OUTLOOK for December, 1924, London is the repository of archives and other materials which are indispensable to the legal historian, and offer endless possibilities owing to the fact that they have not yet been fully and systematically explored.

Yet in spite of this the Faculty has not attained that position which all these manifest advantages would appear to make inevitable. The prestige of the London Law Degrees stands very high, and the teaching given in the Faculty is at least as good as—if not better than—that given elsewhere. The student has, in addition, free access to all the great law libraries of London. Why is it then that the Faculty only occupies a comparatively modest place in the hierarchy of the Faculties in the University? The answer is to be found in a disability which London shares in common with the other Universities, namely, the non-recognition of its Law Degrees by the great Professional Bodies—the Inns of Court and the Law Society which control the right of admission to the practice of the law. On the Continent of Europe the acquisition of a University Law Degree is an indispensable preliminary to the right to practise, but in England the law graduate gains no advantage professionally. In fact, there is still a lingering prejudice in certain quarters—which is dying hard—against the so-called academic lawyer. The result of this is that the value of the cultural study of the law has become obscured. The ancient Universities have suffered in the same way as those of more recent foundation, and although joint action has been taken, the professional bodies have hitherto shown themselves to be adamant in refusing to accept any proposal to grant to graduates of a University any solid exemption from the requirements of the professional examinations. It is not surprising, therefore, that students who propose to enter on a legal career should hesitate to undertake the task of obtaining a double qualification where one alone will suffice. So far the Universities have had to rest content with the somewhat meagre boon of the exemption of their graduates from the examination in Roman Law, which forms part of the Bar Final.

But in spite of this handicap which has had the unfortunate result of diverting students from the University to the Law Schools of the Inns of Court and the Law Society, the London Faculty of Laws has done well and will do still better in the future. The syllabus for the LL.B. examination has been reconstructed so as to spread a student's work more evenly over the period

of his studies. The list of alternative subjects has been revised so as to adjust the balance between the cultural and the vocational aspects of the law. A proposal is now before the University to institute a degree of Master of Laws, which it is thought will act as a stimulus to the advanced study of the subject. The teaching staff has been strengthened, and notably so by the establishment of a Chair of English Law, now occupied by a distinguished jurist of world-wide reputation. Attempts are on foot to secure the foundation of a Chair of International Law and thus to remove from the Capital of the Empire the stigma involved in the fact that its University alone among all the great Universities of the world has no Professor of this subject of vital national importance.

Teaching is mainly on the Inter-Collegiate plan, the work being for the most part carried on under a combined scheme in which University College, King's College, and the London School of Economics unite their resources. But mention should also be made of the courses held at Birkbeck College, which are designed to meet the requirements of those who for one reason or another are debarred from attending the Inter-Collegiate course.

Reference must also be made to a very important aspect of the work carried on by the teachers in the Faculty. It has come to be recognised at last that the law is not a sealed secret to be revealed only to practitioners initiated into its mysteries, but is a branch of human knowledge which should be accessible to any intelligent citizen who desires to know where he stands without delving deep into the technicalities of the subject. It has fallen to the lot of London University to play the leading part in this new development.

Commercial Law as a whole, and also in its more specialised branches, figures in the syllabus of the B.Com. Degree as a compulsory subject. A course in the Elements of English Law is an optional subject in the syllabus for the Inter. B.Sc. (Econ.) examination, and the lectures given on this topic by the Professor of English Law have been most successful, and have attracted students of every type and from every walk of life. A proposal to introduce law as an optional subject into the curriculum for the Arts Degree is under consideration at the moment. It will be seen therefore that the work of its teachers has spread beyond the limits originally assigned to the Faculty and that their position in relation to the functions of the University as a whole is even more important than might be inferred from an investigation based upon statistics relating to the courses for the Law Degree alone.

In this connection it may also be added that the Faculty supplies the needs of a type of student who is outside the scope of the teaching work carried on by the professional bodies. The value of a knowledge of the Law and of the possession of a Law Degree is not limited to legal practitioners. Men of business, Civil Servants,

and others are finding this out, and turn to the University for assistance. So that when one considers the disabilities under which the Faculty labours, and regards its undoubted achievements along progressive lines, there are ample grounds for taking an optimistic view of the future. In particular there has been a very notable increase during the last two or three years in the number of internal students reading for the Law Degrees of the University. It is unwise to prophesy, but perhaps the day is not so far distant after all when the Faculty will be called on to play its part in the creation of a great Imperial School of Law in London which shall embrace all the various institutions which now overlap and compete with one another to their own great disadvantage as well as that of the community.

GLEANINGS.

A View of War (from "Law and Freedom in the School," by George A. Coe.)

"Consider, for a moment, the significance of war merely as a project—as a whole-hearted, purposeful, social activity—without regard to its justification or lack of justification. Never did human beings guide the forces of nature into thought-determined channels upon such a scale, with such rapidity, and with such precision, as in the Great War. Never did the capacity of men to work together in great masses so clearly reveal itself. Here, measured by the natural forces and the men involved, is the greatest demonstration we have ever had of the project capacity of men. Never again let it be said that the intelligence that can wage war in this manner cannot put an end to war! The reason why the end of war does not come is that men are engaged in projects that seem more important than insurance against international conflict. 'While thy servant was busy about many things, behold, he was gone.' Nay, this is only the lesser part of the truth. The secret, formerly known to the few, became a possession of the many during the Great War, that modern wars do not happen chiefly because we are absent-mindedly employed upon something entirely unrelated thereto, but because we carry on industry and commerce by a species of minor war that leads on toward major conflicts between nations. Our everyday projects are themselves infected with the virus."

UNIVERSITY OF LONDON.

Albert Kahn Travelling Fellowship.

Nominations for the Albert Kahn Travelling Fellowship are to be made at the end of February. The value of the Fellowship to be awarded this year is £1,000.

Women as well as men are eligible for election, but candidates must be British subjects and graduates of some University of the United Kingdom. Nominations are in the hands of the Vice-Chancellors of the Universities of the United Kingdom, the President of the Royal Society, and the President of the British Academy. The Trust is administered at the University of London and the election takes place in May.

The essential object of the Foundation is to enable persons of proved intellectual attainments to enjoy a year's travel round the world free from all professional pursuits, with a view to an unprejudiced survey of various civilisations and the acquisition of a more generous and philosophic outlook on human life. In no sense is it the intention of the founder to further any special line of individual or academical research.

COMPETITIONS.

DECEMBER RESULTS.

I. School Examinations.

By a regrettable oversight our January number gave a report on the Competition announced in December. No harm was done, as the competitors had all sent in their efforts, save Orbilius, who desired to be outside the contest. This contribution is printed on another page of this issue.

It remains to say that only one essay on School Examinations was received. The topic is probably distasteful to our readers and we apologise for proposing it. The one valiant scribe is

MR. W. D. ROBERTS, WATFORD HOUSE, FOLKESTONE, to whom is awarded a prize of ONE GUINEA.

II. A Good Game for Christmas Eve.

Our young competitors also failed to respond in any great number. The best effort was that of

ERIC ROBERT EARLE, PROPRIETARY SCHOOL, GRAVESEND, who will receive a prize of FIVE SHILLINGS.

FEBRUARY 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

Fool-Proof Methods in Teaching.

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 Simple Simon.

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 in our April number.

ALL THE YEAR ROUND IN STORY AND SONG: by Muriel Needham, with music by Rolanda Prowse. (A. and C. Black. 1s. 6d.)

When one reflects on the contents of this new book, containing as it does lovely stories, lovely illustrations in black and white, and lovely *new* songs and dances, all bound in limp cloth for eightpence, one is inclined to think it must be cheap. Inexpensive—yes! but cheap—no! for the whole work is beautifully done.

As the title implies, each month has its own story and its own song or dance, and as the language, music and illustrations are alike artistic, the book cannot fail to appeal. It is equally suitable for a gift-book or a school reader for young children.

A.G.

A "SELECT" PRIVATE SCHOOL IN THE 'SEVENTIES.

II.

I found history the most interesting subject, and our text-book was "Little Arthur's History of England," by Lady Caldecott. We occasionally read portions aloud and had a few informal lessons. We also learnt a number of dates. I read "Mrs. Markham's History of England" as well, and enjoyed the famous "conversations" even more than the text. Some of my readers may remember the clever and studious *Richard*, the plodding and common-sense *George*, and the intelligent *Little Mary*. Do children ever read her now I wonder? "Collier's School History" was also in the library, and I liked the pictures in "Cassell's Illustrated History," which came out in monthly numbers.

I think I must have known quite a lot of "history" judged by the standard of this school. My knowledge was based more or less on the following framework: The Ancient Britons stained themselves with woad and rode in chariots which were very like our London milkcarts. The Druids were dressed like the Apostles, had long white beards and were connected with mistletoe and human sacrifices. Julius Cæsar invaded Britain and walls were built to keep out the Picts and Scots. I remember Hengist and Horsa, too, and a picture "featuring" Rowena giving a goblet of wine to the infatuated Vortigern with the apocryphal words "Dear King, your health." Then there was Alfred and the cakes, and that King disguised as a harper and defeating Guthrum; Dunstan and his summary treatment of the devil; Canute and the waves; and Harold shot in the eye by an arrow. Then came William the Conqueror, inseparably, albeit vaguely, connected with the "Feudal System," which in spite of much explanation we never clearly understood. Then came wicked King Rufus and the New Forest; the story of the White Ship; Fair Rosamund, and the murder of Archbishop Becket; Richard the Lionheart and his battle-axe which weighed twenty pounds, and Saladin who sent Richard fruit "Cooled by snow from Mount Lebanon." Then came Magna Charta and wicked King John, who lost all his baggage in the Wash, and subsequently died through some indiscretion in diet. We read with much interest about Cressy and Poitiers and the Black Prince and the English Archers—not forgetting "The Blind King of Bohemia." Other episodes were Queen Margaret and the Robbers, and the wicked Uncle Richard who smothered his nephews in the Tower.

Need I say that we were told about Henry VIII and his unfortunate matrimonial experiences. Despite these he was a great and good king because of the Reformation—whose or what, we were not quite clear. Wolsey was the son of a butcher, and made some celebrated remark about his "grey hairs" before he died. Then came "Bloody Mary" and the Burnings, and Good Queen Bess who had a new dress for every day of the year, and in her reign was Drake having his celebrated game of bowls, and the Armada, and Mary Queen of Scots who blew up her husband and afterwards had her head cut off.

Later history we learnt in less detail. We knew all about Guy Fawkes. Oliver Cromwell was wicked to execute King Charles, whose affecting parting from his children much impressed us. The Roundheads were hypocrites and, as a rule, ugly and sour faced, and much inferior to the gay and reckless Cavaliers, who always got the best of it in the tales we read. We were interested in Boscobel oak, and learnt that Charles the Second was called the Merry Monarch, and that the Great Plague and Great Fire occurred in his reign. "The Battle of Blenheim" was in our poetry book, and I remember that none of us could pronounce the name of "Old Kaspar's" grand-daughter. Good Queen Anne was spoken of, but no attempt was made to justify the adjective. "Bonny Prince Charlie" and Flora Macdonald made an interesting lesson. We read stories about Clive climbing the church steeple, and being idle and no good at his lessons, and about Plassey and the Black Hole, and we were also impressed by General Wolfe's reciting poetry before the Battle of Quebec. Something was also said about "Bony" and Wellington, and stories about the Crimean War and Indian Mutiny were in our reading books. We liked "The Pipes of Lucknow." Finally Queen Victoria was the best and greatest Queen that ever lived.

Yes, the extent of our historical knowledge certainly dwarfed all our other acquisitions!

The school examinations were of a rather perfunctory kind. I can still remember those cheap certificates, written up in the stiff pointed angular mode affected by ladies of that period. They were almost lavishly awarded, and I believe that everybody got one or two at least—even I got one, for "General Improvement," and my attainments at that time certainly differed immaterially from zero.

However, these rewards of merit certainly achieved the double purpose of being at once economical and affording much gratification to the guileless parent. Some of the pupils indeed affected to regard them lightly, but I feel sure now that this was merely a pose.

Our school evening parties were much looked forward to as the event of the term. They were very "genteel" and decorous. There was very little romping, nor indeed was there any excess of hilarity. The boys usually wore black velvet braided knickerbocker suits and patent shoes, and the girls wore muslin, with a profusion of lace and coloured bows and ribbons. For the first hour or so much stiff politeness prevailed, and the conversation was very subdued. Then on the advent of sandwiches and coffee, cakes and lemonade, things began to brighten up. Pianoforte solos were performed to admiring mothers, and dancing of a sedate kind commenced. Parlour games were also indulged in, and once, at Christmas, we had an amateur conjuror—a parent.

One of the little girls became a well-known actress. She was very fair and very pretty, and even then there was competition—of a very mild and half-hearted kind, be it said—for her smiles. Only one of the boys as far as I know became "distinguished," and he is now a well-known literary and dramatic critic.

Mrs. S. had a husband in the background. The old gentleman sometimes looked in and smiled blandly upon us all. I don't know why, but we felt vaguely conscious that in some way or other he was a detrimental. A kind of family skeleton in fact, albeit a stout one. Rumours were not wanting that he drank, and was entirely supported by his wife. In that case I hope that the school fees were not their only means of support. Mr. S. belonged to some peculiar religious sect whose deacons were officially known as "Angels"—he himself was an "Angel." However, he did not appear at the terminal parties—possibly there were reasons.

Years afterwards I went to see the old house, but it existed no longer—it had shared the fate of many others when the Great Central Railway was constructed. The neighbourhood seemed altered almost beyond recognition, and there were several large "Board Schools." *Sic transit.*

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

February, 1850.

(From an Advertisement.)

"School Ink—Pellucid and Stand Hard Ink, prepared by a working schoolmaster, who for many years was inconvenienced, *utendo nigro limo, aut liquore incerto colore.*"

THE TEACHING OF RELIGION.

(From a leading article.)

"Devotional practices and formularies are the means employed. Means not to be dispensed with, but insufficient of themselves. Half the time spent in learning formularies by heart, as the mnemonic exercise is mis-termed, would suffice to give the young pupil an intelligent acquaintance with the facts of the Christian religion; and half the time spent in the repetition of formularies would suffice to make him acquainted with the historical evidence of the facts and their practical bearing on his state and prospects. The usual course is the reverse; the formularies—unintelligible, in many cases, to children—are given to them as a provision for riper years; and the facts, the great facts, which speak to the simplest hearts and satisfy the most acute minds, are withheld, or brought before them with such indifference of manner and carelessness of routine, that for all immediate purposes they fall powerless on the soul. Devotional exercises also are deprived of effect from the want of intelligent management. It is strange how wearisome and meaningless an intelligent mode of worship may be rendered to childhood, if the state and requirements of that age be lost sight of. It is the reformative principle of intellectual culture to secure the attention of the pupil. The same principle applies to spiritual culture. . . .

"With regard to the question pending between secular and religious education, it is our opinion, if the advocates of either side looked at the spiritual element in man's nature, and the possibility of educating it there would be concession on both sides and a wise alliance brought about."

THE BORN TEACHER.

By "ORBILIUS."

The following lines reached us too late for the December Competition.

Who is the heaven-born teacher, who is he—
From taint and blemish, fault and error free?
Perfect he is, by Providence designed
To mould the character and form the mind.
No tedious growth his sparkling course impedes:
He comes equipped and ready for all needs.
The world's experience nought for him provides.
For intuition all his teaching guides.
Training he scorns and pedagogic rules,
The dull and jejune precepts of the schools.
Theory and method are to him unknown,
Unnecessary—he secretes his own.
No worrying problems fret his placid soul,
He sees life steadily and sees it whole.
From him instruction pure and faultless flows;
He does not need to learn—he knows, he knows.
His class in timid silence sit, and awe
Compels a strict obedience to his law.
Young insolence quails before his glancing eyes,
Incipient rebellion looks—and dies.
Critics, inspectors, he's too wise to spurn;
They only come to listen and to learn.
His colleagues gape at his uncanny skill,
Watch and admire—and go their own way still.
His pupils all examinations pass:
The perfect teacher makes the perfect class.
Where is the heaven-born teacher, where is he?
In heaven: at least, that's where he ought to be.

ANGLO-EUROPEAN HISTORY, 1492-1660: by Kathleen M. Gardiner, M.A.; with three maps. (Methuen. 6s.)

To write a history of Europe during a certain period, or to write a history of England during the same period, can surely be accomplished, in either case, without the writer on the one subject making incursions into the other. To arrive at a sharp consciousness of this fact is to evoke the idea worked out in this book: Anglo-European history. Very soon, the difficult question of proportioning shows itself: a question so difficult of answer, so open to varying answers, all more or less justifiable, that within wide limits the proportions fixed by the writer should, we think, be accepted. Miss Gardiner sets England in the forefront, as she tells her story, once dominantly, in the chapter "Elizabeth and her England"; once with less emphasis, in "The Economic Revolution." In one other place, where some readers might expect a similar setting, that is, in the chapter on "Trade and Empire," she begins with a quotation from Dr. Knowles, and approves it: "Just as the sixteenth century belonged to Spain and Portugal, the seventeenth belonged to Holland. She became the great sea-power of that century, with a world-wide trade."

There is a good table of leading events, with chronological tables, a bibliography, and a good index. R.J.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

X.—COMPLAINTS, COLLEAGUES, AND CONFERENCES.

My dear W.,

What do I do when I get a complaint? Unless it is patently frivolous and absurd, I investigate it carefully. Without careful investigation it is impossible to tell whether the complainant represents himself only, or several, or many. For it often happens that when only one complaint reaches you, there is widespread dissatisfaction, but the dissatisfied are too unenterprising to complain or hate to make a fuss, or—a reason very insulting to schoolmasters, and one which makes me very cross—fear that their boys will in some way be made to suffer. It is, of course, unnecessary to say that if there is any substance in the complaint, you should put it right without delay. If the complaint is made in writing, and is of such a nature that it takes some time to investigate it, it is just as well to acknowledge the receipt of the letter immediately and to promise an early reply.

If the complaint refers to any member of my staff, it is my invariable rule, when the complaint has been made in writing, to show the actual letter to the person concerned. If the complaint is made orally, I make a very careful and precise note, and show that. In either case I wait for his observations before coming to any conclusions in my own mind.

Then, in dealing with the complaint, you must steer skilfully between what I heard a boy describe as "jolly old Scylla and Charybdis." It is very bad if your staff come to the conclusion that you are too ready to take the parent's part against them. It is equally bad if parents come to the conclusion that you stick up for your staff whatever happens and that it is therefore useless to complain. I am free to confess that in writing or speaking to parents (and I try as far as possible to avoid writing, because an interview is so much more satisfactory) I make out the best possible case for an assailed colleague even when I have had to find fault with him.

Talking of parents, I am glad you are making a practice of taking full notes of some of the more interesting conversations you have with them. I wish I had done that. I will tell you of one which I had recently. I have a boy of a well-known type, an only child, pleasant, well-mannered, well-behaved. He is not good at either work or play. As regards the former, he has gone up the school steadily along the slow route. He has never neglected his work, but he has never been more than half way up his class. As regards the latter, he takes part in most games, but does not excel in any. Generally, a nice but colourless fellow. (I remember in my old village the mother of such a boy was rumoured to have prayed: "O Lord, put more devil into my sort.")

His father came to see me, and said that he was bitterly disappointed in him and had frequently told him so. (I will now slip into *oratio recta*.)

"Why?" I queried.

"Because," he said, "I had hoped that he would follow in my footsteps, and I see no prospect of it. You know my business?"

"Yes," I replied.

"Well," he went on, "I created that business out of nothing. The only capital I had when I started on my own at the age of seventeen was the money I got from selling my bike. Though I say it as shouldn't, by hard work, push and courage, I have made a big success of it. But it's a one man show—it depends upon my personality and I'm now sure that my boy hasn't the personality to carry it on after me. I thought when I sent him here that the school would put some spunk into him, but it hasn't."

"My dear sir," I defended, "a school can do a great deal, but it cannot overcome—a day school especially—the force of heredity and environment. May I speak quite frankly?"

"Do," he conceded; "I'm a plain-spoken man myself."

"It is my experience," I said, "that forceful, pushful men like you nearly always marry women of a diametrically opposite character to their own. If I were a betting man, I'd lay 10 to 1 that you did that. Am I right?"

He was a bit taken aback. I have often noticed that men who pride themselves on being plain-spoken think that plain speaking should be their own monopoly.

"Ye-es," he admitted, after a pause.

"Well," I said, "your boy resembles his mother and not his father, as is so often the case. Then further I am quite sure that it has always been your special care that neither your wife nor your son should have anything like the thin time which you had before you made good and married. So long as they have subjected themselves to your monarchy, you have indulged them to the best of your power."

"I don't quite know what you mean by my monarchy," he countered, "but—yes, I have given them as good a time as I've been able."

"And you expect," I asked, "an only child who takes after his mother, who has been brought up as he has, to have the 'pep' which you, quite differently circumstanced in your youth, had to show or else go under? It isn't reasonable."

He was silent and thoughtful.

"He is a good and affectionate boy," I added; "he is never likely to bring disgrace upon you like"—I instanced the sons of self-made fathers like himself, whom we both knew.

"You must take him as he is," I proceeded, "and make the best of him. He can't help his nature, and you can't alter it. He is sensitive, too, and you must be hurting him cruelly by showing your disappointment, for I can well imagine you do not mince your words. It is unkind and unfatherly. You are depressing what personality he's got instead of stimulating it. You must recognise facts, reconcile yourself to them, and make your dispositions accordingly."

A further pause, then he said "You have spoken plainly with a vengeance, but I thank you. I give you my word that I'll think it over very carefully."

We parted quite amicably. I believe he is a sportsman, and I hope I did my pupil some good.

I regard it as the duty of a Head Master, in the interests of his pupils, sometimes not to shirk speaking to fathers as I spoke to this man. A masterful man like him, mated as he is (it is a great pity such a man does not marry a wife of his own kidney) hardly ever hears criticism of himself. His employees are too much afraid of him, and his friends are apt to confirm him in his very defects.

I am making a collection which, borrowing the term from Stephen Leacock, I have entitled "Moonbeams from the Larger Lunacy." Naturally, I have been able to make additions to it from the reports of the recent educational conferences. Here are a few:—

Why weary the child intellect by making it learn things?

Every child at some period of its life is a genius.

By the time a child comes to school, its attitude towards life is fixed.

Examinations merely test the ability to cram knowledge (*e.g.*, English Essay and French and Latin Prose, I suppose).

If there are to be examinations, I would not have any that a man of ordinary intelligence and reasonable industry cannot pass with the highest honours.

Yours ever,

T.

My dear W.,

It was a pleasure to meet you at the London Conference of the Incorporated Head Masters. T.'s "larger lunacy" examples, which I have much enjoyed, did not come from those who row in that particular galley. It is in the smoke-rooms of the hotels in the neighbourhood of the British Museum, or in the French and Italian restaurants of Soho, that the more interesting events of the annual gathering take place. Here friendships are renewed and new brethren initiated. A story that passes the Head Masters' Story Executive is "released" for use in the University and other Clubs throughout the country. An American one that found favour this year had the merit of having its foundation in chemical formulæ. It was reported that in a certain American University a football full-back, whose prowess on the campus was a matter of great pride and the value of whose work in the schools varied inversely with his athletic fame, was sternly warned by the University President that he must pass some examination or go down. The student elected to be examined in Chemistry. Half marks were to be gained to secure a pass. To the President's surprise the candidate was duly passed, and appeared on the football field as usual. The enquiring Head asked his colleague, the Professor of Chemistry, how the young man had fared in his examination. "Oh, he got fifty per cent. quite easily," was the reply; "I asked him two questions. The first was, 'What is the formula for sulphuric acid?' His reply was, 'H₂O', which was wrong. The second question was 'Do you know the formula for nitric oxide?' He replied 'NO'—which was right!"

It is interesting when outside persons visit the Conference and give us the needs of the world of engineering or commerce or the openings available in the Civil Service. Head Masters are always keen to know of suitable openings for their pupils. At the Guildhall Conference the members were particularly struck with the report of Sir Stanley Leathes and his colleague

that there were insufficient candidates for the Consular Branch of the Civil Service, and in it vacancies still remained unfilled.

In general the advice of the employer to the Head Master is of doubtful benefit. *Timeo Danaos*, even if the gifts are lecturettes on curriculum. The employer wants a healthy servant, and he attaches great importance to physique—so do we. He thinks that if men don't play games but prefer to watch others, it is somehow the fault of the schools. Well, you can't very well charge the Secondary Schools with neglecting games, although in some towns playing-fields are difficult to secure. We have always in this school tried to encourage our old boys to go on playing games by giving facilities to the Old Boys' teams; but this has lately become quite difficult and expensive.

One of this year's speakers seemed to think that more concentration of the teacher's interest in the pupils' bodily development would be sufficient—that inspection, weighing, measuring, and physical jerks could take the place of games. Now, a boy will train for the sake of games, but exercises could only be recommended as a substitute for games by those who do not know the human boy.

Perhaps it would be fairer to say that employers know what they want, but do not know the way to get it. They have certain ideals in mind. They want boys able to do certain things—often at too early an age. They want keenness and accuracy, good writing and spelling, and several other things they don't always get, and they imagine that these specific things should go into the school curriculum. Now education is something like electricity. We all know what it does, but few know what it is. The real and lasting results of the school curriculum are most often its by-products. A boy may become accurate by the keenness of his interest in Latin, or learn to spell by reading, or to argue by mathematics. If you started to train him by definite exercises for certain things definitely and vocationally useful, you will be met by two great difficulties. The first is that you never know the particular vocation for which he is finally destined. This is where the power of electricity is parallel with educational equipment. Electricity may be used to light a room, or cook a dinner, to print a newspaper, or to iron a shirt. Our boys may become engineers, or accountants, lawyers or doctors, merchants, or even teachers. It is the aim of the school by its own methods to give an equipment, to generate a power, which may be useful in whatever department of work the boy finds himself. It is the *boy* and his development we must always keep in mind, not his future job. The second difficulty is that educational advantages are so often indirect, as we said. That is why folks ignorant of the principles of Education, of child nature and the laws of mental development are unsound guides as to curriculum.

My advice to you when you are tempted to add any subject of strictly utilitarian nature to your curriculum is to do exactly the opposite—to teach another language, say Greek for an experiment, or to add the elements of psychology to the programme of the Sixth Form, or to give art and music increased attention, and a visit to the London Conferences will help you in this defiant attitude,—if you go to the right one in Soho.

Yours,

B.

EDUCATION ABROAD.

II.—ART EDUCATION IN INDIA.

BY W. G. RAFFÉ, A.R.C.A.

The educational policy of the different art schools of India varies, each having its own bias. Thus the Bombay school is the only one to have developed architectural study to any marked extent. Its craft side favours pottery, and its art side has achieved most excellent work in mural painting. Calcutta works on the older lines, and has no crafts, except a small class in wood engraving, as the city does not favour industry so much as commerce. Madras works definitely on crafts and does excellent metal work, while Lahore has also done good craft work in wood. The Srinigar Institute has worked on painting, a local industry of importance, which makes many thousands of lacquered boxes annually for export. Jeypore has enamel and metalwork second to none in India for technical excellence: this is a craft of long development there, and the school is held up by it rather than upholding it. The Lucknow school has mainly crafts, but has a small art section. It has the only section for printing in an Indian school, being well equipped with lithographic and printing power presses, together with a photographic process studio for blockmaking. The crafts include woodwork, and metalwork with jewellery work, ironwork metal casting and engraving. There is also a class in architectural decoration and one for architectural drawing and design.

The students in all these schools are all boys (the Needlework school in Lucknow, for *pardah* ladies, having been closed) from the age of ten to twenty or more, both Hindu and Mussulman. To each school a hostel is attached, in which students who come from long distances may live. The schools being widely apart, some five or six hundred miles separates the nearest, they each cater for a large area. Not only the school and its clerical administration, but hostel, scholarships and usually some external examinations are included in the work of the art master, so that he has less opportunity than most other Government servants of doing his own work now and then, while his responsibilities are wide and numerous. The salaries are not large, considering the work involved, and the fact that living expenses are higher than in any English city, added to the exile and loss of congenial interest similar to his own. Working under the complex civil service regulations, which it is currently said that nobody fully understands, and which can certainly be read in different ways, according to what view the superior authority wishes to take, the civil servant has to make himself very well acquainted with them to maintain his position, and has to fight for everything he wants, the view taken being that if a man does not ask for what he wants, and ask often, he does not want it.

To encourage development of provincial industries, in two places, Lahore and Lucknow, sales depôts have been opened which buy, display, and sell, in the country and overseas, the various art products of the province. This needs another office staff, and another phase of activity, which occupies much time. Additional to this, there are scores of odd jobs which chance to fall

into the school office. The wife of Colonel Toddy may want a pendant: Raja Badmash may want a chair of state; the Governor may want a piece of furniture designed, if not made, for Government House. The art master sets to and does the lot, or sees that they are done. Someone drops in to buy a tube of water-colour; another department wants a design, and cannot explain just what it wants. Some one else from Simla brings in a ghastly smear of water colour, and wants it making into a nice lithographed poster. It is done by the idle wife of some bigwig, and cannot be altered or returned; it takes sixteen stones print—and life is gay. If some of the art masters in England who want to do all the designs for their city, actually had a year of doing it, they would probably change their minds after, and be content with just running the school properly! It is nice to be thought a sort of universal provider, a philosopher and friend, but there are only twenty-four hours in the day—and the art master in India needs them all. He gets two months leave in the hot weather, which he must needs spend in the hills; it is too short to go home, and he probably could not afford it if time allowed.

The school hours vary. Usually they work from 9 or 10 a.m., to 4-30, with a midday break. In the hot weather the start is 6-30 or 7, and work ceases for the day at 11-30 a.m.—for the boys and most of the Indian teachers on the staff. The students and staff also take the numerous Indian holidays, some fifty or so, in all, but they vary in observance in different parts, but administration and its labours never cease. The attendance of students is often very irregular, and the staff are not much better, as under regulations they are entitled to fourteen days of leave per year, and most of them take them, whether they need them or not. It is not uncommon for a boy to ask for special leave to get married, but some go beyond that, as when one asked for his final examination to be excused and to be given a pass, while on leave for marriage. When they come to the school, they are often quite raw. A short personal examination, combined with a few tests, sorts out the naturally intelligent, and the majority of these it is possible to make into excellent craftsmen or designers in the five years' course, while many also pick up writing, a fair amount of reading, and often considerable English. They can and do attain an artistic level of high excellence, and as craftsmen they have no rivals, but they are slow workers, until they have had very long experience, and have less initiative and less vigorous individuality than similar British students would display. But they usually appear much keener to get a grasp of their work, and sometimes spend much of their own time in further art work. Education in India is generally on a level much lower than that of Britain, both in grade and in number, and thus art education shares in the general depression. Whether it will improve in the future care of Indians themselves remains to be seen. It is doubtful whether much will be achieved under direct control of the Government, but the municipalities, which might bring life into the art and technical schools, are all bankrupt, or nearly so.

ART.

Walter Sickert.

The Retrospective Exhibition held by the New English Art Club at Spring Gardens will provide great opportunities for revising our judgments concerning many works that are now seen again after a lapse of years. Through the semi-opaqueness of the private view crowd one did feel the dominance of the Walter Sickerts. The painting of Bath, of which there is, I believe, an etching at the Leicester Galleries, reminds us of the interesting fact that Mr. Sickert has reproduced in black and white practically all of his own works. His ability to repeat a drawing and the very lines of a drawing with sustained spontaneity is worth noticing. For instance, in "Old Heppel of Rowton's" (engraving), the head, which has the appearance of being one of those happy unrepeatable inspirations, is practically identical line for line in two plates of different dimensions. And while we admire Walter Sickert as a reproducing artist, we acknowledge a debt in that he revives in us a love of etching and engraving. There must be something tempting in the ease of this erroneously called difficult craft which has made it in our day a refuge for the indifferent and mediocre draughtsman. It has become a kind of game with rules as to what is and what is not a "good etching." Technical juggling has given it a value which can be reckoned by certain philatelic collectors almost on "points," without the least regard for æsthetics. Certain exhibitions at the British Museum suggest the possibilities for wise journeymen of salting down a series of different and "unique" states of the same plate. Mr. Sickert's exhibition brings us back to a healthier point of view.

It is not, however, only as an etcher that Mr. Sickert shows himself at the Leicester Galleries, for among the remarkably interesting things there, none is more remarkable or curious than his preface to the catalogue of the Scottish painters in an adjoining room. Not content with the serene beauty of his proper achievements, Mr. Sickert must be for ever ruffling Mr. Roger Fry's hair to see if this able critic has yet been presented with a laurel crown. With dexterous aim he shoots out little arrows, gaily and whimsically feathered, but with poisoned heads. If his etchings cause us to admire, his writing evokes our admiration in another sense, and his malicious inconsequence suggests him to be in this at least a pupil of Whistler. Here we have sublimated the whole of his satire and irony, of which touches appear in the ever changing titles of his etched plates. It is perhaps the activity of mischief, and in this activity he chooses to write of some decently unremarkable painters in terms quite Victorian in their stinging courtesy. However, Mr. Sickert confesses himself as a great gourmet. He speaks of having been "suddenly required to find, from Saturday to Monday, as it were, between the soup and fish, that Picasso was the salvation and culmination of ancient and modern painting." Disregarding the question of Picasso, we may fairly assume that any man whose tastes and leisure allow him to leave a day between two such early courses in his dinner may have so infinitely refined a palate as to find flavours where grosser men find only insipidity.

RUPERT LEE.

MUSIC IN SCHOOL.

BY J. T. BAVIN.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

II.—THE FIRST STAGE.

The first step in musical training is to let the child hear music: the earlier the better. Sing and play if you can, and use the gramophone. The object is not to *teach* music, but to find happiness and expression in it. Instead of a tiresome thing which makes demands on child life, a sitting still and "being good," something alive which urges them to action and stimulates all the powers they possess, physical and mental. Music is movement, movement of body and mind is inherent in a child, it is life itself: the voice is a universal instrument, nothing then can be better than early familiarity with pleasant sounds made by that instrument which the child itself possesses. In time, and little by little, attention may be drawn to the wonderful things to be heard in music, so the child will be led to listen and make discoveries.

One often meets teachers and mothers who lament that certain children are deaf to music, that they cannot sing and have no music in them. Very seldom is this true: the child may be slow, but give it time, give it opportunity, be patient and the odds are in favour of the musical sense developing. I say this as the result of practical experience with many such children. The only course is to continue to provide opportunity. Some children are backward in developing in other ways, in teaching for instance, and yet we do not rush to the conclusion that they will never have useful teeth!

A good gramophone record to begin with is "Nursery Rhymes, with the Traditional Tunes" (Columbia 3331). The children will dance to it, sing with it, make arm movements or clap with it, listen to it. As the tunes change their time and rhythm it is delightful to watch the little ones alter their steps or arm movements. When they get to "Hush-a-bye baby" it seems quite natural for them to croon and rock their arms.

All the movements should be the result of their own impulse. An experience with a class of children who, I was told, had been taught to beat correctly, showed me the danger of formal movements. Several of them were so intent on showing how well they could beat time that they forgot all about the music and were beating independently of its pace! An effort to get them to make informal movements not being wholly successful, I stopped the beating and asked what instrument was making the music. They replied "A piano," whereupon we listened again and instead of beating time to it, we all played the piano on our desks. Immediately every child, without exception, dropped into the time and rhythm of the music. Their natural feeling for rhythm was being drawn out and developed: time-beating and other man-made gestures, signs, and names, may follow in due course.

SCHOOLCRAFT.

THE TEACHING OF POETRY.—DATA AND FIRST PRINCIPLES.

By B. IFOR EVANS.

Lecturer in English Literature, University of Manchester. Holder of Kahn Travelling Fellowship, 1924.

Why read poetry?

Somewhere in the child's career in school he will be prepared to meet the question of why he reads poetry at all. The teacher must be prepared to answer that question. Indeed, the matter should be suggested at the most significant moment to the pupil, and the teacher himself should have some few principles behind all his teaching—some general ideas of the "view of life" found in poetry. Some occasion might be found when the way of exposition is obscure, the class but indifferently interested, to fall back on this central question, "Why is poetry read at all?" The basis of æsthetic which is suggested here is not historical—that probably would be the worst possible method of approaching the subject in schools—nor is it completely comprehensive. It aims rather at bringing poetry into an intimate contact with the life and experience of the pupils themselves. For clarity's sake it is given here in the form of a lesson addressed to a class. Each mark of interrogation below would be a natural pause in the exposition for questioning with the class and general discussion.

(1) Why read poetry? Is it just a matter of cool zephyrs, babbling brooks, and murmuring breezes, or is it something important in life? Why write poetry? That must be more difficult than reading it. Yet some people are prepared for that labour. Why should they be?

(2) What were you doing at this moment last week? You remember vaguely or not at all. Yet you can remember fifty things, small, perhaps, but all separate, that you have done in the last hour. Why is it? It is because you have forgotten about last week. Do you remember anything in your past lives? Yes, some few things that have happened to you, you can remember: a day of much good luck; a summer's day in the country with no rain; last winter's fall of snow; some few things, some few scenes you can remember better than the others. Why do you remember these and not the others? Just because you liked them more than the others, because they meant more to you. Let us give these favoured moments which you can remember a name—the *significant* moments in our lives. Would you like to recall at will those favoured significant moments? Let us imagine one. You have had a long walk on a sunny day in the country. It is autumn; the wind is cool with just a touch of winter in it; but not cold enough to be unpleasant. You had a long walk in the late afternoon to the inn where you were to spend the night, and as you walked in the growing darkness you were impressed by the quietness which covered all nature as evening approached. . . . Then there came the inn itself—warmth, cheerfulness and good food. You come back later to town life, ordinary life, and forget that splendid and outstanding day. Would you not like to be able to recall when you liked the enjoyment of that forgotten day? Well listen to this:

I shall desire and I shall find
The best of my desires;
The autumn road, the mellow wind
That soothes the darkening shires,
And laughter and inn-fires.

White mist about the black hedgerows,
The slumbering Midland plain,
The silence where the clover grows,
And the dead leaves in the lane,
Certainly these remain.¹

What has the poet done? He has lived again those moments of the autumn day. He can live them again as often as he reads his verses, if he is in the right mood. More than this, he has made it possible for us to live into his day, into his experience, if only our minds are keen and lively.

(3) How has the poet achieved this? Compare his verses with the description which I gave and what differences do we find?

(a) He is much more careful and clever than I was in the choice of words. I tried to describe the wind "cool with just a touch of winter in it; but not cold enough to be unpleasant." What does the poet do? He finds the single *perfect* word "mellow."

(b) He is very careful in his observation and he describes the things he observes very exactly. "White mist about the black hedgerows," and "The silence where the clover grows."

(c) He builds all these perfect words and close observation into a *tune*, so that its melody lingers in our minds along with the meaning.

(4) This, then, is the simplest reason for writing poetry: the poet finds something in his life—some favoured significant moment—which he wishes to recall at will. He uses the energies of poetry in order to keep that experience in permanent captivity. These energies of poetry which he uses are:

(a) Words which fit exactly, and in every way, his experience and which by their sound-value and association bring the experience to us.

(b) A tune.

It might possibly be well to leave the æsthetic of poetry there for a single lesson and to return to the sections which follow only when some poem has been read which makes further observation essential. Sooner or later some poem, or some poetic method, will come under observation which will render further principles necessary. That will be the moment for further discussion. We resume once more the lesson form.

(5) The reason given above for writing poetry is, after all, the reason given by the poets themselves. Let us examine a passage in which they speak for themselves. Beware of one thing in the following passage. Its first line has been so often unmeaningly used by stupid people

¹ Rupert Brooke "The Chilterns."

that it has lost its meaning. By the phrase "a thing of beauty" the poet means just those fortunate, significant moments in experience which we have described above.

A thing of beauty is a joy for ever ;
Its loveliness increases ; it will never
Pass into nothingness ; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing.
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er darkened ways
Made for our searching : yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits. Such the sun and moon,
Trees old and young, sprouting a shady boon
For simple sheep ; and such are daffodils
With the green world they live in ; and clear rills
That for themselves a cooling covert make
'Gainst the hot season ; the 'mid forest brake,
Rich with a sprinkling of fair musk-rose blooms :
And such too is the grandeur of the dooms
We have imagined for the mighty dead ;
All lovely tales that we have heard or read :
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.

Do you note anything new here ?

" the grandeur of the dooms
We have imagined for the mighty dead."

What is there new in that ? It is not anything which the poet has experienced directly for himself as he experienced "The silence where the clover grows," or as he experienced the trees, and daffodils, and the musk-rose bloom. It is something he has got indirectly from books or from thinking. You have never seen Nelson, yet you have imagined a good deal about him. That indirect experience makes up a good deal of our lives. You may feel unseen things, "imaginings about the mighty dead," just as keenly as you feel the things which you experience directly for yourself. This secondary experience makes up an important part of the poet's life, and it, too, can be re-represented by the same energies of poetry as we have previously described. This is the reason that we have stories written in poetry. They may possibly have affected the writer in the same way as his own experience.² But remember the writer could not deal in this way with old stories if he had not lived himself.

(6) We have, as yet, by no means exhausted the material from which poetry can be made. In fact, it may be said that we are only among the simpler forms. Let us analyse the following poem³ and see if it is contained in the principles which we have laid down.

Behold her single in the field,
Yon solitary Highland Lass !
Reaping and singing by herself ;
Stop here, or gently pass !
Alone she cuts and binds the grain,
And sings a melancholy strain ;
O listen ! for the vale profound
Is overflowing with the sound.

² This must be qualified by what is said on p. 59.
³ "The Solitary Reaper," William Wordsworth.

No nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands ;
A voice so thrilling ne'er was heard
In spring-time from the cuckoo bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings ?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago ;
Or is it some more humble lay,
Familiar matter of to-day ?
Some natural sorrow, loss, or pain,
That has been, and may be again ?
Whate'er the theme, the maiden sang
As if her song could have no ending :
I saw her singing at her work,
And o'er her sickle bending ;—
I listened, motionless and still ;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

How is this poem related to the poet's experience ? Does it differ from the pieces which we have previously considered ? Obviously there are two types of experience in this poem :

(a) There is the experience which anyone (you and I) would have obtained, had we been at that spot, at that time.

"Yon solitary Highland Lass !
Reaping and singing by herself ;
Stop here or gently pass !
Alone she cuts and binds the grain,
And sings a melancholy strain."

(b) There is the experience which you and I would not have had if we had been on that spot. This is contained in stanzas two and three. Wordsworth sees in the girl's song memories of many things, the song of the

"Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides."

Memories, too, of

"Old, unhappy, far-off things,
And battles long ago :
Or is it some more humble lay
Familiar matter of to-day ?"

The power of seeing these additional elements in experience and being able to represent them in words has been called variously, inspiration, the faculty of imagination, or of fancy. Let us call it simply *added experience*—the contact of the thing seen with the stored up associations of the poet's own mind.

This added expression of the imagination is the strangest element in poetry and the strongest, for by its aid the poet constructs new worlds of experience unknown to us.

(7) But how is the poet to bring this added personal experience of his within the range of our experience ? He must find things within our experience, pictures, shapes, ideas, to which he can compare this added

experience. Sometimes these comparisons take especial forms, metaphor, simile, etc. Generally they constitute the imagery of poetry. It is only through the imagery of poetry that we can enter into its finer effects.

(8) Sometimes the poet will give up the whole of a poem to the presentation of this *added experience*. But even in such poem there is an implied simple experience, suggested in the title, to be shared by the poet and the reader.

THE MOON.

I.

And like a dying lady lean and pale
Who totters forth, wrapp'd in a gauzy veil,
Out of her chamber, led by the insane
And feeble wanderings of her fading brain,
The moon arose up in the murky east
A white and shapeless mass.

II.

Art thou pale for weariness
Of climbing heaven and gazing on the earth,
Wandering companionless
Among the stars that have a different birth,
And ever changing, like a joyless eye
That finds no object worth its constancy?⁴

Note.—Once the relationship of such a difficult poem as "The Moon" to ordinary experience is realised the teaching method becomes comparatively simple. An outline for such a lesson might be:

(i) From such a poem as "The Solitary Reaper" to make the class realise the function of *added experience* in poetry.

(ii) The next poem is to deal with the moon. What will the poet think of the moon, to what will he compare it? A list of the comparisons suggested by the class would be written on the board and discussed. The whole question of the adequacy of imagery might be discussed here.

(iii) Finally when all the minds of the class were filled with associations about the moon the poem would be read by the teacher. The class should not see or hear the poem until this stage.

(iv) Re-reading of the poem with a comparison between Shelley's imagery and the suggestions given by the class.

(9) It is essential that we should attempt to eliminate from a poem the presentation of actual experience, of added experience, and then examine the residue. In the following poem⁵ do we find added experience of the same order as that in "The Solitary Reaper"?

Lo! where the rosy-bosom'd hours,
Fair Venus' train appear,
Disclose the long-expecting flowers,
And wake the purple year!
The attic warbler pours her throat,
Responsive to the cuckoo's note,
The untaught harmony of spring:
While, whispering pleasure as they fly,
Cool zephyrs through the clear blue sky
Their gather'd fragrance fling.

Where'er the oak's thick branches stretch
A broader, browner shade;
Where'er the rude and moss-grown beech
O'er-canopies the glade,
Beside some water's rushy brink,
With me the Muse shall sit, and think
(At ease reclin'd in rustic state)
How vain the ardour of the crowd,
How low, how little are the proud,
How indigent the great!

Still is the toiling hand of care;
The panting herds repose;
Yet hark, how through the peopled air
The busy murmur glows!
The insect youth are on the wing,
Eager to taste the honied spring,
And float amid the liquid noon.
Some lightly o'er the current skim,
Some show their gayly-gilded trim
Quick-glancing to the sun.

To contemplation's sober eye
Such is the race of man:
And they that creep, and they that fly
Shall end where they began.
Alike the busy and the gay
But flutter through life's little day.
In fortune's varying colours drest:
Brush'd by the hand of rough mischance;
Or chill'd by age, their airy dance
They leave in dust to rest.

Methinks I hear in accents low
The sportive kind reply;
"Poor moralist! and what art thou?
A solitary fly!
Thy joys no glittering female meets,
No hive hast thou of hoarded sweets,
No painted plumage to display:
On hasty wings thy youth is flown;
Thy sun is set, thy spring is gone—
We frolic while 'tis May."⁶

Here the simple experience is the renewal of life in the months of spring, a sensation which all living things feel instinctively and which most poets have tried to describe. Gray chooses here to describe this actual experience in a complicated language. The reasons for this we have discussed elsewhere.

Apart from this presentation of actual experience there remains another element in the poem, the material of stanzas three and four. This is not added experience but commentary about life based on actual experience and the general observation of life. The contrast can be seen more clearly in the comparison of Wordsworth's "The Solitary Reaper" and Gray's poem. Wordsworth by means of imagery builds up an additional imaginary world around the actual world. He makes visible the possible form of the mental and unconscious elements which surround the world he sees. Gray sees an actual scene, describes it, and draws moral lessons from it. This method is essentially less difficult, less poetical than the method of Wordsworth.

⁴ "The Moon," Percy Bysshe Shelley.

⁵ "Ode on the Spring," Thomas Gray.

⁶ It will be obvious that stanzas one and two involve problems of diction, outside the present discussion.

The distinction we have made is important in all questions of whether poetry can teach.⁷ We deduce that :

(i) In the method of "The Solitary Reaper" poetry teaches by increasing our experience. The additional world created by the poet, related by imagery to our own minds, suggests new aspects and possibilities of life.

(ii) In the method of the "Ode on the Spring" commentary about life can be attached to the presentation of life, and an attempt can be made to teach us in poetry as we are taught in a sermon. This is essentially a less poetic method of procedure.

(10) In some poems the moral commentary, instead of being a single element in the poem, develops into the sole theme of the poem. The standard example of such a poem is Pope's "Essay on Man." Actual experience is *implied* in this poem, the general observation of human activity, common to the poet and the reader, but the poem itself is given up to the commentary of the poet after the actual experience has taken place. It is often asked whether pieces of this type are really poetry at all. Pope himself has always had to face the challenge of whether or not he was a poet. From the principles we have suggested, he may be said to be using poetic energies (*e.g.*, rhythm, tune, rhyme, etc.) for purposes which are not strictly poetic. The greatest triumph of the imagination is undoubtedly achieved in the use of poetic energies for the presentation in some form or other (lyric, narrative or dramatic) of experience and added experience, but it must be remembered that much of what is memorable in poetry falls within this other semi-poetic section. Criticism may be written in poetry, *e.g.*, Pope's "Essay on Criticism." The presentation is neater, keener, and more easily remembered because poetry has been used. Satire often contains elements of commentary which are not a part of the presentation of poetic experience. A catholic appreciation of poetry will endeavour to enjoy all these different forms. It is important, at the same time, that their aim and value should be distinguished. For teaching purposes it must be remembered that teaching for knowledge becomes more important with this semi-poetic work. Satire is valueless without history; poetical essays on criticism without some knowledge of the principles discussed.

(11) The question with which we began was: "Why is poetry written?" So far we have only considered instances of poets, who write because they have something to tell, first to themselves and then to their readers. There remains a more complicated, but very important, reason for poetical production, the clue to which can best be found in the study of Milton. In "Lycidas" Milton writes:

Alas! What boots it with uncessant care,
To tend the homely slighted shepherd's trade,⁸
And strictly meditate the thankless Muse,
Were it not better done as others use,
To sport with Amaryllis in the shade,
Or with the tangles of Neæra's hair?
Fame is the spur that the clear spirit doth raise
(That last infirmity of noble mind)
To scorn delights, and live laborious days.

⁷ An important theme for examination purposes.

⁸ Poet's trade, of course.

The desire of the young ambitious poet for fame has constituted one of the main motives for poetical purposes. When united with power over the energies of poetry, and an insight into experience, fame helps the poet and urges him to great, ambitious achievement. The motive of fame is quite different from that of a desire for prosperity and wealth. It is often the desire to imitate great writers of the past. Consequently the poet whose motive is fame tends to follow some traditional method of diction or poetic form. He aims usually at the modern imitations of classical forms, the epic, the tragedy, the ode. Milton, for instance, knew that he wished to write an epic before he knew what was to be the theme of that epic. It is essential that the class should detect the extent to which any poem is influenced by this motive.

(12) *Summary.* The underlying principles suggested above have been:

(i) The best in poetry is the successful expression of experience. The method of teaching should be to trace back the poem to its experience, and see how the expression was manipulated.

(ii) Much poetry seems to have little relationship to experience. Some relationship must exist and that must first of all be detected. The aim of the poetical presentation (moral commentary, satire, or a desire for fame) should be analysed.

This intimate connection between poetry and experience leads us to the central difficulty of teaching poetry in schools. No poem can be duly appreciated unless the mind is prepared for the experience it contains. We have shown above how much of a literature lesson must be given to that mental preparation. But poets do not write so that their poems will make good subjects for school lessons. They deal freely with their own significant moments in experience without caring whether they reach the child-mind or not. One of the greatest sections of English poetry, erotic love poetry, lies for this very reason outside the general possibilities of school work.

Nature poetry, too, must remain singularly ineffective for the town-child. Poetry about "a musk-rose bloom" is not much use unless the child has seen a musk-rose. Children often find a poem dull not because they cannot understand it word by word but because it builds up no pictures, no memories of the past, in their minds. All children like a poem such as Mr. Ralph Hodgson's "The Bull" because they understand the ordinary experience from which the thought of the poet develops. The teacher should examine carefully the knowledge and associations of his children with regard to age and locality and introduce only themes for which the mind of the child can be duly prepared.

THE SITE OF THE GLOBE PLAYHOUSE, SOUTHWARK: by W. W. Braines. With preface by the Clerk of the London County Council. (Hodder and Stoughton. 6s. net.)

This volume is published by arrangement with the London County Council and is a second edition, revised and enlarged, of the interesting record of researches first issued in 1921. These researches were undertaken by Mr. W. W. Braines, a principal assistant to the Clerk of the L.C.C., and they show very clearly that the Globe Theatre was built on the south side of Maid Lane (now Park Street), Southwark. The evidence consists of transcripts from leases and other documents of title and the volume is embellished by some interesting views and plans, including an interesting series of drawings by Mr. G. Topham Forrest, the architect to the Council. R.

ASSOCIATION NEWS.

The Teachers Council.

At the January meeting it was announced that the total of applications for admission to the Official Register is now approaching 76,000. Recent months have brought some speeding up in the rate of applications, but there are still many qualified teachers who have not yet taken the only practicable means of proving that they are members of a profession and not mere followers of a casual trade. The Council has given careful consideration to a series of proposals framed by the Executive of the National Union of Teachers and it has given a cordial acceptance to the principle on which they are based. This principle, when applied, will render impossible the employment of any unregistered person in any responsible post in state-aided schools or colleges. To prevent hardship to individuals and to avoid undue rigidity in the conditions of registration it will be necessary to provide that for a limited period, varying in duration according to the existence of facilities in various branches for training in teaching, applicants who hold satisfactory certificates of attainment and are teachers of experience may be admitted to registration without being required to undertake the prescribed course of training in teaching. It is recognised that in some branches of teaching work, especially in those concerned with specialist or technological subjects, the orthodox training college course cannot be demanded. It is to be hoped, however, that we shall see a growing belief that those responsible for the direction of educational institutions should have some knowledge of the principles of education, as distinct from academic attainments and in addition to these.

The Education Guild.

At the annual meeting, held on Tuesday, January 6th, the Right Honourable Charles P. Trevelyan was elected President of the Guild, and Mr. W. H. Arden Wood was re-elected as Honorary Treasurer. The retiring President, Mr. H. A. L. Fisher, gave an interesting address on education in the United States, dealing very frankly with the standards of scholarship and reminding his audience of the help given to American universities and colleges by wealthy patrons.

Two discussion meetings have been arranged by the Education Guild to take place at the Guild House, 9, Brunswick Square, W.C.1., during the Spring Term, 1925. On Wednesday, Feb. 4th, at 5-45 p.m., Mr. George Sampson, M.A., Headmaster of the Marlborough School, N.W., will open a discussion on "The Teaching of English." The Rev. Arbuthnot Nairn will address the meeting subsequently. On Wednesday, March 4th, Miss Mercier, Principal of the Whitelands Training College, Chelsea, will open a discussion on "The Training of Teachers."

Members of the Guild are invited to be present at the informal "At Homes" at 5-15 p.m. which precede the meetings. Non-members are cordially welcomed at the discussion meetings at 5-45 p.m.

The British Music Society.

A correspondent sends the following: "When a Society is founded whose aims are altruistic, its activities are watched and criticised, oft-times with more freedom than justice; comment is aroused by its failures rather than its success. The converse applies in this article.

"The time has come when a word of thanks and of congratulation is due to the British Music Society for a branch of its work which is of incalculable value to the rising generation, and to the cause of music—a work which no other society has attempted on so extensive a scale—that is, bringing within reach of the boys and girls of Great Britain not only music of the highest type, but also some of its greatest composers and executants.

"During the last week in October, Mr. Rutland Boughton, the well-known Glastonbury composer, visited a number of school branches of the British Music Society in Yorkshire, and several town branches in Lancashire and Yorkshire, a tour which was arranged by the headquarters of the B.M.S.

"Mr. Boughton gave a most interesting lecture on his own music-dramas (by request), illustrating his lecture by excerpts from 'The Immortal Hour,' 'Bethlehem,' 'Alkestis' and 'The Tragedy of the Queen of Cornwall' (Tristram and Iseult).

"A fluent speaker, whose perfectly natural manner is a delight, Boughton reached the hearts of the young people in a very few minutes and was listened to with keen appreciation. His illuminating remarks not only on his own compositions but on opera and music-drama generally, aroused a keen interest, an interest which in one school within the writer's ken has resulted in a prompt response to the local Education Authority's invitation to apply for seats for a performance of 'Le Coq d'Or' at a special school matinée on the occasion of the next visit of the British National Opera Co.

"Surely this is all to the good; our boys and girls are learning to love the best in the art of music, and will grown up with that love, and with a critical judgment of their own. This reacts in another way, the Opera Co.—and therefore opera generally—receives greater support, concerts are attended more frequently and with keener zest for really good music, so that the cause of music generally is being benefited, while the boys and girls themselves are receiving a musical education which cannot but prove helpful in developing a love of beauty and of high ideals.

"And who shall say what will be the feeling of these boys and girls years hence, when they look back upon the time when they actually saw and heard speak, play, or sing one of these master musicians; that too not always in the formal atmosphere of the concert room but in the intimacy of a school hall? How one envies them opportunities such as were unknown in our school days!

"Mr. Boughton's tour is but one of many organised by the B.M.S. year by year. Others who have visited us in such a way include Mr. Eugene Goossens (junior), Mr. Gustav Holst, Mr. Frederick Dawson, Mr. Frank Kidson, Mrs. and Miss Kennedy-Fraser and the English Singers.

"All honour to the B.M.S., which deserves the loyal support of every music lover in the country—professional or amateur—young or old—in this splendid effort."

The Dalcroze Society.

The open meeting of the Society was held at University College on Monday, January 5th, when a large audience attended to hear an address by Miss Sybil Thorndike.

"It is not to plead for Dalcroze methods, and it is not to speak of their infinite value that I am here; it is to tell you that in London premises are needed in which can be shown what Dalcroze Eurhythmics has done and is doing and can do for people in England," she said. Miss Thorndike added that she did not see Dalcroze Eurhythmics as an art in itself, but as one of the most wonderful gateways for all the arts and for life, in that by rhythm, movement and design it provided a means of expression both for the individual and for the group. We must be fully-developed individuals, devoting our individuality to work with the group—we must have true communism and true individualism side by side—before the ideal of Christianity could be attained, and this, she felt, was the goal of Dalcroze Eurhythmics. She found mental flexibility, a sense of design, and consequent creative power in those of her fellow-workers who had done Dalcroze work, for Dalcroze Eurhythmics released instincts and at the same time gave the power to sublimate them.

Miss Thorndike quoted Hecuba's words in "The Trojan Women":

" . . . All is well.
Had He not turned us in His hand, and thrust
Our high things low, and shook our hills as dust,
We had not been this splendour, and our wrong
An everlasting music for the song
Of earth and heaven."

All things in the world we could turn into a song, and, because Eurhythmics pre-eminently helped us to realise this, she urged that we must have some adequate place in England where both the Educational Authorities and the artistic world could be given, without the limitations at present imposed on the London Dalcroze School by lack of space, all the help that this particular gateway could give.

BLUE BOOK SUMMARY.

Instruction Courses for Rural Teachers.

The Board of Education have issued a twelve page pamphlet (Form 105b U) giving particulars of some short instruction courses that have been arranged for teachers in rural elementary schools. From July 4th to 18th courses in English, geography, mathematics and music will be held at Oxford, and from July 11th to July 25th courses in history and in rural science at Cambridge. Teachers nominated by their Local Education Authority will receive free instruction and one third-class return railway fare plus a maintenance grant of £1 a week, if living away from their usual place of residence; or travelling expenses up to 3s. 4d. a day without any maintenance grant if not residing away.

The pamphlet gives full programmes of all the courses with recommended books for preparatory reading (in the English course somebody made a slip with the spelling of "Britannica"!) and in some cases the titles of the proposed lectures; those in the English course are specially alluring. Three of these come under the head "Professional," and comprise "Dialect in School," "Teaching of Composition," and "Teaching of Poetry to Children." The Director of Studies in each case is one of his Majesty's Inspectors, and there will be a tutorial staff drawn largely from the same body. In addition there will be lectures by men well known for their scholarship. The music course, for instance, promises (almost) Dr. Vaughan Williams on "Folk Music," Mr. Douglas Kennedy in "Folk Dance," Dr. George Dyson on the "History of Music," and Mr. J. C. Stobart on "Music and Wireless"; Sir Hugh Allen, it is hoped, will give the opening lecture.

Any teachers who wish to be among the fortunate should get a copy of the pamphlet at once, and then if they want any further information write to the various directors, whose addresses are given.

The Team System.

The Board have issued in advance, and it can be bought for a penny, some further suggestions supplementary to Appendix B of the 1919 Physical Training Syllabus, concerning the Team System. The document will be incorporated in that syllabus when next it is reprinted. It defines the Team System as "the method of organising a class in teams which work together under their leaders in many of the exercises and games, and often in competition with other teams." The pamphlet goes on to set forth the practical advantages of the system and then shortly develops the thesis that "Physical training through team work is capable of making a real and substantial contribution to the education of the children as members of society." Under the heading "Educational Value" is a very readable little essay on the deeper values of team work. It exemplifies in its limited sphere the "principles of the House System," which is not infrequently adopted in at any rate the larger elementary schools. Where that system does exist the team system will fit into that as its frame. Where it does not "a foundation and preliminary training for it" is thus provided. "In fact, the two systems, which are one in purpose, lead quite naturally the one into the other." The large school of course provides an ample field for the development of either, but even in the smaller rural schools something of the same kind of organisation can be worked, as is shown in a note at the end.

The second portion of the pamphlet concerns itself with "Practical Methods." It seems to be agreed that ten years of age is the proper time to begin—when the gregarious instinct is awakened; that eight to ten are the best numbers to form a team, and that names like "Nelson's" are better than numbers or colours. The early stages in the introduction of the team system and the fostering of the team spirit will be concerned largely with training and enthusing team leaders and vice-leaders. One portion of paragraph sixteen, which deals with the functions of these young people in the matter of competitive games puts one point very aptly. "It is important that children should not break rules and play unfairly through carelessness; it is infinitely more important that they should not want to do so." For those teachers who are already converts to the team spirit gospel, the pamphlet will come as an encouragement to go on. For those who are not it may possibly inspire them to begin to examine its merits.

Institution Children Act, 1923.

The long-standing grievance of Local Education Authorities in the matter of the education of children from "Workhouses," Cottage Homes and similar institutions, in areas not their own, is at last getting settled. If we remember rightly it was brought to a head as long since as 1917 in the case of The Guardians of the Poor of Gateshead Union v. Durham County Council in the Appeal Court, but it probably only serves to emphasize the points at issue. A year or two ago, a joint committee representing the Association of Education Committees, the County Councils, and the Municipal Corporations Committees, put the case of the Authorities before the Board of Education, and out of these discussions a scheme was evolved under which a fair share of liability was thrown on the Education Areas from which the children came. This scheme was embodied in the Education (Institution Children) Act of 1923, which was retrospectively put into force as from April 1 of that year. The crux of the controversy was really this. Have "parents" (*i.e.*, Guardians of the Poor) who are under the duty of causing their children to attend school a corresponding right to their free education anywhere? The Act in Section 1 (1) says no: if the educating authority requires them to pay for it. There is no compulsion to receive children in the absence of willingness to pay. But having settled that a crop of detail difficulties and disputes between the "charger" and "chargee" has come up and the Board, which under sub-section 1 (5) of the Act is the final arbiter has had its hands full. Considerable difference of opinion has existed on the method of calculating the cost, and in order to arrive at some agreed basis the Board met the three Associations named above, with the London County Council, in conference last October. The subject was fully discussed, and in the end an agreed scheme was formulated and recommended for adoption. In Circular 1346 of December 29, addressed to Local Education Authorities, the method of calculation is set out and the reasons for the uniform deduction of 7 per cent. in respect of elementary education expenditure not attributable to the education of children in Public Elementary Schools are explained. All the Authorities have expressed their agreement with the proposed method of calculation and are prepared to recommend its adoption. The Board therefore gives its formal Circular blessing and expresses the hope "that it will be unnecessary in future to refer any question as to the method of calculation to the Board under Section 1 (5) of the Act." After four years the question of revising the percentage figure of deduction will be considered in the light of experience. This particular bone of contention between Guardians and Education Authorities is likely to be, happily, a very small one indeed, by then.

THE TEACHING OF BIOLOGY IN SCHOOLS AND TRAINING COLLEGES: by E. M. Poulton, M.Sc. (Messrs. Cornish Brothers, Ltd., Birmingham. 5s. net.)

This is a book which gave us great pleasure. The author seems to be familiar not only with the main subject of biology, but also with the psychological basis which must underlie any sound method of teaching. We therefore find the first chapter devoted to a very fair discussion of the values and aims of biology considered from the emotional, the practical, and the intellectual standpoints, and concluded by the particular value of Nature Study to the child. The next chapter is occupied by the psychological considerations and their effect upon the selection of material. This part of the work is very interesting and should compel the realisation that biology forms a better introduction to scientific method than physics and chemistry.

The rest of the book, with the exception of the last chapter, which gives an account of experimental studies on children, is spent in giving a more detailed account of the framing of lessons, and the position of biology in the curriculum. Doubtless many teachers prefer to arrange the course along their own lines, but there are sure to be some to whom these otherwise rather unnecessary details will appeal.

In conclusion we would add that the book is well prepared and contains an excellent bibliography, and a series of questions, as well as a list of books on the more general aspects of biology which will be found suitable for use in Training Colleges. J. R.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Burnham Committee.

Members of the Burnham Committee are in nowise disconcerted by the opinions of their critics but are getting on with the job to which they have set their hands. The arbitrator is not sparing himself and each panel of the committee is fully engaged in the statement of its case. The court, consisting of Lord Burnham and nine members selected from each panel, is sitting for two whole days in each week until the statements and evidence in their support are completed. The final issue is, of course, in the hands of Lord Burnham, and it is not expected that his award can be made until late in February. It is not surprising that recourse to arbitration as a way out of the deadlock should be criticised. Both the local authorities' representatives and the teachers' representatives have come under the lash. It is not necessary to do more than mention the fact as regards the local authorities' panel, but criticism of the teachers' position deserves a word or two of notice.

A Critic.

Among the critics is "Quousque Tandem," whose opinions appeared in the January number of THE EDUCATION OUTLOOK. This critic, who claims to have "some understanding of the meaning of words," very frankly writes down the Burnham Committee as "a set of shuffling incapables," and after this full-blooded exhibition of his "understanding of the meaning of words," says that salaries are "no subject for arbitration at all." Now, what would this critic have done? If he had been the teachers' panel it is fair to assume he would have said to the authorities: "No arbitration and damn the consequences." The teachers' panel, however, with a full understanding of what those consequences would be, decided otherwise.

The teachers' panel and the full Executive of the Union did not decide for arbitration hurriedly. Everyone of the reasons urged against it by "Quousque Tandem" was fully discussed and its force appreciated. But they did what their critic has not done even yet—they looked at the other side of the question. It was not an alluring side. Refusal of arbitration involved a return to local bargaining. The Executive knew from experience what would result—wholesale reductions, bitter resentment, strikes and general education chaos. Having looked all round the position and being responsible persons the teachers' panel chose the lesser of the two evils—arbitration or local bargaining. "Quousque Tandem," having viewed it on one side only and apparently from a position of complete detachment would have saddled the teachers with the greater evil. Meanwhile it is well to note that local associations of the Union fully approve the action of their representatives, and after all they are the people concerned.

Superannuation.

The new Bill for the superannuation of teachers is in preparation. It will be introduced this year and will settle the pensions business for many years to come. With this fact in mind the Executive of the Union are preparing a case for the removal of certain defects in the existing Act and for the inclusion of features long thought desirable. It is understood that the recommendations of the Emmott Committee are receiving careful attention and many will be included in the new measure. The committee's proposal with regard to service after the age of 50 will need careful consideration if it should appear in the Bill. The most far-reaching of the Emmott proposals, however, is that which involves a 2½ per cent. contribution from the local Education authorities. If this should appear in the Bill it will be opposed most strenuously both by the N.U.T. and the local authorities. Other superannuation matters occupying attention are the advisability of establishing a fund and the desirability of pressing for a statutory committee with teacher representation thereon, or, failing that, a committee to advise the Board of Education on matters connected with the administration of the Act.

LEAVES FROM THE GOLDEN BOUGH, culled by Lady Frazer, with drawings by H. M. Brock. (Macmillan. 10s. 6d. net.)

Lady Frazer has selected a number of charming stories from the storehouse of the Golden Bough and here presents them with the addition of some admirable illustrations by Mr. H. M. Brock. The book is intended for young people, and those who are fortunate enough to read it will be furnished with a background of strange fact and good research which will be invaluable to them.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

University of London.

At a meeting of Convocation held on Friday, January 16th, a resolution was passed by a large majority recommending the Senate to take the necessary steps to amend the Statutes so as to enable graduates to join Convocation immediately on graduation, providing that they have attained twenty-one years of age.

At the same meeting it was decided to ask the London County Council to consider the interpretation of one of its Standing Orders which prevents London graduates in the Council's employment from becoming members of the Senate. (A letter on this topic will be found on our correspondence page.)

Leeds University New Buildings.

The present position of the University of Leeds which recently celebrated its 21st birthday and the 50th birthday of the Yorks. College of Science, out of which it developed, is described in the newly issued annual report.

Except for some temporary buildings and converted private houses, the premises now are substantially the same as before the war, when the number of students was only two-fifths of what it is at present. The work of the university is gravely hampered by inadequate accommodation and deficient equipment. "The present situation," the report says, "is critical and it is not too much to say that our future standing depends on the manner in which we face these grave and difficult problems during the next ten years."

In view of the economic conditions of the time, there will be no attempt to achieve magnificence in the university buildings, though the hope is cherished that some day Leeds may have "buildings so fine in design and execution that they may be held to be symbolic of the dignity of knowledge and truth."

School Music in Hastings.

In view of the novel nature of the experiment carried out by the Hastings Corporation for the musical instruction of children, interest may be found in the programme which was approved by the Board of Education as justifying attendance at the concert being regarded as equivalent to presence at school:

- 1.—A Short Talk: by Mr. Percy A. Scholes on the various instruments in the orchestra.
- 2.—Finale from Symphony No. 4 in D (*Haydn*, 1732-1809).
- 3.—Ballet Music "Rosamunde" (*Schubert*, 1797-1828).
- 4.—"Larghetto" from Symphony No. 2 in D Major (*Beethoven*, 1770-1827).
- 5.—Funeral March of a Marionette (*Gounod*, 1818-1893).
- 6.—A Children's Overture (*Roger Quilter*, 1877—).

This concert on January 16th was the first of a series.

Birkbeck College.

A course of four public lectures entitled: "Four Chapters in Medieval Education," will be delivered by Mr. G. G. Coulton, M.A., Litt.D., Fellow of St. John's College, Cambridge, on Mondays, February 2nd, 9th, 16th, and 23rd, at 5-30 p.m. At the first lecture the chair will be taken by Sir Robert Blair, M.A., LL.D.

A course of three public lectures on "The Structure of the Atom," will be given by Professor E. N. da C. Andrade, D.Sc., Ph.D., F.Inst.P., Professor of Physics in the Artillery College, Woolwich, on Thursdays, February 5th, 12th, and 19th, at 5-30 p.m. At the first lecture the chair will be taken by Mr. F. E. Smith, C.B.E., F.R.S., President of the Physical Society of London.

Lord Eustace Percy on Insanitary Schools.

In the course of an address to members of the Hastings and St. Leonard's United Conservative Association on January 16th, Lord Eustace Percy, dealing with education, said he did not want any further legislative powers. The whole problem of education was in the administering. It was a problem of staff-planning, and that was his job in education, he hoped, during the next ten years. Speaking of school buildings in the country he remarked it was commonly said that the state of the insanitary schools was due to the war. That was not so. It was in the ten years before the war that the schools fell behind. They had failed to do the necessary and ordinary replacement of the buildings, with the result that they had buildings in the country where elementary instruction was being carried on in a number of schools utterly unfit, and which would be condemned by factory inspectors if they were factories.

PERSONAL NOTES.

H.R.H. Princess Mary and Teachers.

It is announced that H.R.H. Princess Mary, Viscountess Lascelles, will attend the annual conference of the National Union of Teachers at Oxford, Thursday, April 16th, for the purpose of receiving the purses which will be handed to her by representatives of Local Associations in connection with the Benevolent and Orphan Fund of the Union. The fund is carried on for the benefit of members of the N.U.T. and of their families. Two orphanages are maintained and grants are made in cases of need.

Mr. Austen Chamberlain on Teaching.

Mr. Austen Chamberlain, writing to *The Times* in reference to "new experiments in teaching," says: "What is taught unintelligently is learned unintelligently; the dull master makes the dull boy. It is because at a certain stage in my school career a Rugby master discovered that the grammar and dictionary, and the '15 to 20 lines a day' were leading me nowhere, and because he pushed me into subjects and along lines that called forth and cultivated whatever native intelligence I possessed, that I can look back with gratitude to my public school teaching as a sound foundation for my public life."

Link with Charlotte Brontë.

There has just died at Wintringham, Lincs., at the age of ninety-two, Mr. Edward Bickell, one of the last living persons to know Charlotte Brontë. One of his most treasured possessions was a signed photograph of the authoress. In 1855 he left Haworth and went to Wintringham as a schoolmaster, but gave up teaching and for fifty-three years acted as sub-postmaster, retiring in 1917.

Dr. W. A. Spooner.

The Rev. William Archibald Spooner, D.D., who has just resigned the office of Warden of New College, has been elected as honorary Fellow of the College, with precedence next after the Sub-Warden.

Professor C. T. R. Wilson.

Mr. Charles Thomson Rees Wilson, M.A., F.R.S., Fellow of Sidney Sussex College, has been elected to the Jacksonian Professorship of Natural Philosophy formerly held by the late Sir James Dewar.

Dr. Jane Harrison's Peptonised Pedagogy.

"I never work in the sense of attacking a subject against the grain, tooth and nail. The Russian verb 'to learn' takes the dative, which seems odd till you find out that it is from the same root as 'to get used to.' When you learn, you 'get yourself used to' a thing. That is worth a whole treatise of pedagogy."

The Rev. S. J. Rowton, M.A., Mus.D.

On his retirement from the post of Secretary of the Union of Directors of Music in Secondary Schools, Dr. S. J. Rowton has been elected a member of the Committee and it has been decided that on all the literature issued by the Union his name shall be recorded as that of the founder.

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 November-December last, the competition being open to all candidates in the British Isles:—

Final Grade Gold Medal: Ronald L. Robinson, Grimsby Centre, Pianoforte. Final Grade Silver Medal: Mary W. Bateson, Blackpool Centre, Pianoforte. Advanced Grade Gold Medal: Valerie Tunbridge, Swarsea Centre, Violin. Advanced Grade Silver Medal: No candidate qualified. Intermediate Grade Gold Medal: Constance A. Hope, Wolverhampton Centre, Violin. Intermediate Grade Silver Medal: No candidate qualified.

NEWS ITEMS.

Religious Teaching—A Headmaster's Contribution.

(From a newspaper article by the Rev. C. A. Alington, D.D., Headmaster of Eton.)

"Most public schoolmasters would be glad to see Divinity disappear from their entrance examination if they were not afraid of appearing to suggest that it need not be taught in preparatory schools. I confess to valuing it chiefly as one of the papers which show whether a boy can write his native language though there are occasional compensations for the examiner. The boy, for instance, who summarised our Lord's teaching on riches by saying that it was easier for an eagle to go into a camel's eye than for the rich to enter heaven showed the dangers of purely oral instruction."

International School Correspondence.

The League of Nations Union which is responsible for a considerable interchange of correspondence which is now going on between pupils in this country and those in America, the Colonies and France, is now extending this work to German schools. A first list of German schools wishing to arrange such correspondence has now reached the Union and teachers in this country who wish to be post-war pioneers in taking up this activity for their pupils should write for particulars to the League of Nations Union, 15, Grosvenor Crescent, London, S.W.1.

Children's Questions.

The *Educational Research Bulletin* of the Ohio University contained recently an interesting tabulation of the questions asked by children. The author advocates encouraging children to ask questions. He states, however, that in the average class-room in Ohio, pupils do not ask questions. One thousand three hundred and fifty-five questions were submitted by teachers and parents. Of those collected by teachers it is noted more were asked by boys than by girls. The 1,355 are thus classified as regards sources: Geography (228), English (183), History, (175), Objects and Observations (120), School Activities (118), Other Sources (115), Nature Study (103), Reading (94), Pictures and Art Appreciation (48), General Curiosity (44), Making Things (40), Arithmetic (33), Music (20), Vocations (16), Hygiene (11), Penmanship (7).

Here are some examples of the questions asked:

How can a cloud hold rain when the clouds are so light?
Is there any land that we don't know about now?
Why do people in different countries talk different languages?
What does the moon do in the daytime?

The "Bird o' Freedom" is Moulting.

The *Cincinnati Enquirer* has discovered that 213 college professors supported La Follette in the presidential campaign; and it demands in an earnest editorial that they should be discharged on the ground that they are "attached to recognised heresies," and "may not be able to resist temptations to inject some of their views into their teachings." "The country and the government of the future will be safer," thinks the *Enquirer*, "if they are relieved from all duties as instructors of the youth of the nation." In fact, this paper thinks that "the controlling bodies of our educational institutions should take stock of their faculties" and that every man who is not a Coolidge Republican or a Davis Democrat should be hunted down and dismissed.

Doomsday and the Dawn.

"I am all the better for having spent my school life in the shadow of the cane."—DR. H. CRICHTON MILLER.

"No man has learnt anything rightly until he knows that every day is Doomsday."—CANON DONALDSON.

"Education is no longer a ritual; it is a glorious adventure."—DR. LUCY WILSON.

Risks of Radio.

At Speech Day at Kettering Grammar School the Head Master (Mr. J. I. Scott), referring to the development of wireless, said a number of boys came to school each day physically and mentally tired because they had been sitting up later than nature could stand, listening-in.

LITERARY SECTION.

BOOKS AND THE MAN.

Greece and Grace.

Mr. F. A. Wright is well known to readers of THE EDUCATION OUTLOOK as the translator of the poems of Meleager and of the stories from Ovid which have appeared in our columns. The first-named have been collected together in a dainty volume which may be obtained from the publishers of this magazine. Mr. Wright wrote, some little time ago, an attractive work entitled "The Arts of Greece," and he has now completed a volume on Greek Athletics, which is published by Jonathan Cape at the modest price of 4s. 6d. net. There are eight excellent illustrations, four of which are reproduced on another page by permission of the publishers. These serve to add to the charm of the book, which is produced in the pleasing fashion of all Mr. Cape's publications—a happy blend of good type, real paper, thoughtful spacing and sound binding. The book is worthy of its dress and it should be welcomed by all teachers. Mr. Wright holds that we have much to learn from the athletic and gymnastic practice of the ancient Greeks, especially in its application to bodily habits and postures. He tells us that :

" In the daytime a Greek was usually to be found upon his feet. Of the value of walking as the best of all the more gentle forms of exercise he was well aware, and he normally took a brisk walk in the early morning, another before the mid-day meal, another in the late afternoon, and another before he went to bed. Fortunately for him cycles and motor cars were not yet invented. When he was not walking he usually stood, for the sitting position was regarded as more appropriate to slaves than to free men, and in any case he knew that sitting tends rather to cramp than to invigorate the body. If he wanted to relieve his leg muscles for a moment, which he seldom did, he dropped down easily into the squatting position. . . . If ever it was necessary to sit—in the theatre of Dionysus, for example, where an audience sat attentive in the open air for hours together—he sat on a plain flat seat without a back, his legs straight down in front of him, his feet resting on the floor. He did not loll or lounge, and when he was sitting he did not have that round-shouldered appearance which is now so noticeable in a room full of people."

Mr. Wright describes the Greeks as being seriously interested in the care of their bodies, which is something very different from being interested in games or gymnastics. The course of physical exercises which is now taken in our schools ought properly to be supplemented by lessons on the structure and working of the human body as a machine. The small boy who tries to wash his hands and face without wetting them is usually far less informed concerning his bodily mechanism than he is concerning the working of a motor car. We need not ask that he should become a physiologist or anatomist. It is enough that he should learn to think of his body as something to be kept in order so that he will not "run away from his duty by reason of physical defect, whether in war or in any other line of action."

This is the theme which Mr. Wright handles with scholarly charm and skill, and his book is a valuable contribution to modern school practice.

SELIM MILES.

REVIEWS.

Education.

THE PSYCHOLOGY OF THE FREE CHILD: by Christabel M. Meredith. (Constable and Company, Ltd. Pp. 212).

Perhaps, if the customs of the book trade of to-day permitted the use of the lengthy and leisured titles so common two centuries ago, Miss Meredith's book would have been differently entitled. Only journalistic usage allows us to speak of the "psychology" of a child, or of the "chemistry" of a cabbage; and the word "free," as used of a child born into a modern environment, can have no relation to any but a specially defined freedom. The author herself is clear enough in her own mind on the latter point, since her first chapter is headed: The "Free" Child in a "Natural" Environment; the words "free" and "natural" being appropriately included between inverted commas. "I have used the term 'free' to denote that the children we are concerned with are to be free to develop primarily through the satisfaction of their innate impulses, stimulated and directed by their environment."

The environment in which most "free" children of whom we read are allowed to develop cannot by any stretch of imagination be termed a "natural" one, since it is in the highest degree artificial. It is no more "natural" than one of Professor Thorndike's ingenious cages, in which animals are imprisoned so that they may develop and perfect a particular type of reaction. The classroom in which the "free" child lives is designed for a particular end. About the home, on the other hand, there is much less deliberate foresight. It has grown up as a response to felt needs. Within the average home improvisation is constantly going on, as new needs force themselves upon the attention. Again, the home is designed primarily for sleeping, cooking and eating; perhaps also for the enjoyment of a certain degree of comfortable idleness. It is not in any part, save exceptionally, designed for the development of children through work and play. Hence, when such development takes place in the ordinary home, it occurs only through constant adaptation of himself and his surroundings by the child. He constantly devises makeshifts, discovers compromises which permit of the satisfaction of his own impulses through the means at hand.

From this consideration emerges the problem which Miss Meredith discusses in the book under review. The average home being what it is, the parents being what they are, the social pressure upon parents to bring up their children according to certain standards being what it is—how can the child best be allowed to develop so that he is fitted for his later, more definite school work, and finally to take his place in the world. Of the many aspects of this problem, Miss Meredith fixes her attention on the mental one. "What knowledge shall the child acquire, and more important still, upon what shall his intelligence have been exercised—what shall he think about?"

My own difficulty, when I reach the end of this interesting, suggestive and sound little book, is to discover for whom precisely it is intended. It deals with the home education of children from three to about eleven years of age. The discussion is restricted deliberately to the "average home." The book is therefore not written for teachers, but for "average" parents. But the parents who will read it are definitely not "average" parents, nor will their homes be "average" homes. The greater number of readers will be teachers, who will realise from it what the "average" parent might do for his children—and what he very certainly does not do. Much of the educational method discussed in the book is carried out in many "average" homes in the country by fathers and mothers who are unaware that they are educating their children. Such people are often unsystematic, undoing the good they do in one direction by faulty procedure in another. I cannot believe that such people will or can read this book. There appears to be a real need for the reaching of parents by teachers, so that in the end the education of young children is effected by the closest possible co-operation between the school and the home. A generation ago the school and the home were hostile towards each other. To-day the relation is a friendly one. In the future it will probably be a mutually helpful one. And perhaps the best service this book can render the teachers who will read it is to make them aware of this possibility, and to compel them to think out for themselves means of realising it in the near future.

G.H.G.

English.

A CONCISE ETYMOLOGICAL DICTIONARY OF MODERN ENGLISH: by Ernest Weekley, M.A. (John Murray. 7s. 6d. net.)

This is an abridgment of Professor Weekley's excellent dictionary issued some three years ago. It is marked by the same qualities as its forerunner, being clear and easy of reference, with many fascinating stories of origins. An interesting use for this book would be to set a group of boys to look up the derivations of such words as "tawdry," "temple," "gun," and "cricket," to mention only a few. This dictionary should be on the shelves of every school library. J.

THE SITE OF THE GLOBE PLAYHOUSE, SOUTHWARK: by W. W. Braines, B.A. With a Preface by the Clerk of the London County Council. (Hodder and Stoughton, Ltd., Publishers to the University of London Press. 6s. net.)

This attractive volume is issued by arrangement with the London County Council, and is written by a principal assistant in the administrative offices of that body, while the Council's architect, Mr. G. Topham Forrest, adds an appendix on the architectural features of the Globe Theatre with drawings of conjectural reconstructions. The book has now reached a second edition, and in its present form it is enlarged and revised. Its main purport was to establish beyond dispute the correctness of the Council's action in placing a memorial on the south side of Park Street. There were those who affirmed that the theatre was on the north side. One happy result of this controversy is this admirable book with its record of careful investigation, its enlivening glimpses of a Southwark which held the Bishop of Winchester's Park, and pictures of citizens living in rural surroundings by the river. The plates are especially interesting. F.

ENGLISH LITERATURE: by Stopford A. Brooke, M.A., with a chapter on Literature since 1832: by George Sampson, M.A. (Macmillan and Co., Ltd. 2s. 3d.)

One might be pardoned for entertaining some doubt as to the desirability of any addition to Stopford Brooke's well-known primer of English Literature: for this little book was something more than a book about literature: it was in itself a contribution to literature and to tamper with it, even though only by way of adding a further chapter, might well destroy its unity.

Any misgivings we may have had, however, were completely dispelled on reading Mr. Sampson's delightful chapter on the Victorian and post Victorian Period. Surely the task could not have been in better hands. Mr. Sampson's profound knowledge and love of literature, added to his keen sense of literary style, have enabled him to add a chapter which, far from detracting from the excellence of the primer, may surely be considered to have enhanced its value, and which will certainly serve in some measure to revive the popularity of this most useful little book.

Mr. Sampson has the gift of being able to say a great deal in a few words, and some of his comments are pregnant with meaning. Speaking of Carlyle's French Revolution he says: "It conveys that sober histories usually leave out, the momentum of an upheaval which shook the world. To judge it as a document is like taking a Turner picture as a diagram." Again speaking of Dickens he says: "Dickens strikingly illustrates the difference between schooling and education. Of the one he had little, of the other much." And again: "People have said that Dickens is not like life—life, however, has a constant habit of being like Dickens."

But Mr. Sampson's chapter is full of equally pointed sayings of which the foregoing will serve as illustrations and which are at once arresting and informing.

Of the earlier chapters, so well known as they are, it is unnecessary to speak, and it only remains for us to express the hope that in its new form the little book will quickly find its way into many schools. P.M.G.

Citizenship.

JUSTICE IN DEALINGS ON ARISTOTLE'S PLAN: by Henry Lowenfeld. (Murray. 3s. 6d.)

One of the definitions of a good book, given or implied, is that it provokes thought. There are usually the further implications that it is serious thought that is provoked, and that the actual opinions of the writer are less important than this provocation of serious thought. By such a test, this is a very good book. The light-minded, or those to whom serious thought is intolerable, will not get through it, small as it is. Those who are sufficiently concerned about the havoc that our systems

of currency have made with human affairs in the last ten years to take some trouble of enquiry, will find it worth their while to read what Mr. Lowenfeld has to say.

This is not his first book on money questions: but here he deals with what Aristotle wrote on the subject. He gives us two translations from Book Five of Aristotle's "Ethics," and very interesting they are. It is curious to compare them with each other, and still more, to compare them with an older translation, such as that of Dr. Gilles.

Mr. Lowenfeld's picture of the evils that the world has recently suffered by the unfair working of our currency schemes is not, we think, over black for the facts. His conception of money as "a temporary substitute for goods" is historically sound. Our economic text-books, he says, do not contain a definition of what money is. Here he is wrong: they contain many.

He bases his theory of value entirely on demand; which is a kind of inverted labour-value theory. But in so far as value has yet been explained by any one category, it has been met from the other side. If value is, as recent enquiries seem to suggest, a ratio or relation, then at least two categories must appear in the theory that explains it, corresponding to Demand and Supply. R.J.

History.

READINGS FROM THE GREAT HISTORIANS: edited by R. L. Mackie, M.A., B.Litt.: Vol. I and Vol. III. (Harrap. 3s. each.)

"For those who like this kind of thing," said Charles Lamb once of a new book, "it is just the kind of thing that they would like." We confess that we like this kind of thing; but there are unbending purists who will shake their serious heads. "Great historians!" they will say—"Southey, Macaulay, Sir Walter Scott, Thackeray, Washington Irving, Tolstoy, Cobbett, Disraeli, Carlyle, Charlotte Yonge—are these, then, great historians?" The obvious answer is that they are not. The title of the series is too classical for its catholic contents.

The books are very interesting, and are likely to prove very useful, for all that. One gets a picture of the times. Moreover, the introductory pages before each section, giving, *inter alia*, some warning comments about the authors quoted, take away some part of the danger. (The inclusion of two of Disraeli's vivid pictures from "Sybil" under the section heading "Merrie England" is a rather terrible piece of irony. Disraeli himself might have committed it.)

Each section is followed by some very useful "Suggestions for Additional Reading," where histories, poems and novels are impartially cited.

Those who have a low opinion of "literary" history will not confine their objections to the inclusion of the writers here mentioned. But many readers, old and young, will find enjoyment and stimulation in these little volumes. R.J.

THE STORY OF OUR INNS OF COURT. As told by the Rt. Hon. Sir D. Plunket Barton, Bart., K.C., Charles Benham, B.A., and Francis Watt, M.A. (G. T. Foulis and Co. 10s. 6d. net.)

The American visitor to London is usually carried off to see the Temple Church and Lincoln's Inn. He may see what remains of Staple Inn and perhaps venture so far as Gray's Inn. Seldom will he understand what these various and unique institutions represent in the life of England. Truth to tell, there are few Englishmen who could explain the matter at all fully or clearly. The joint authors of this admirably produced volume have removed every excuse for ignorance. Their affectionate zeal has led them to produce a work which is profoundly interesting and full of those odd bits of knowledge which are the salt of historical record. Especially noteworthy is Sir D. Plunket Barton's account of Gray's Inn, clearly the work of one who is a devoted son of the ancient house which Bacon adorned. R.

THE STORY OF WADHURST. As told in a Lecture given in Wadhurst School by Mrs. Rhys Davids (*née* Foley) in 1894. With the notes on which it was based edited, amplified and brought up to date by Alfred A. Wace. Sketches by M. E. Harris. (Tunbridge Wells. Courier Printing and Publishing Co.)

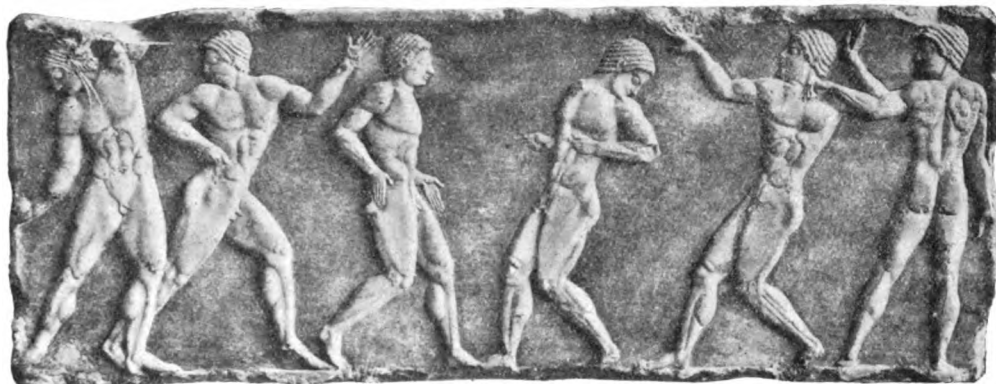
Of late years there has been a welcome revival of interest in local history. We are beginning to remember that every village and hamlet has a story worth recalling, and we know that in these stories may be found the very spirit of English life. An excellent example of a local history will be found in this story

(Continued on page 68.)

The Wrestlers



*Small Ball Game
A Throw In*



Indoor Sports



A Hockey Match



[These pictures are taken from "Greek Athletics" (F. A. Wright). By permission of Jonathan Cape, Ltd. See Review, p. 85.]

of Wadhurst, written by Mr. Alfred A. Wace, who has returned to the village after serving as an administrator in India. Mr. Wace has had the use of material collected by Mrs. Rhys Davids, and this he has brought together in attractive form. His work shows the continuity of life in Wadhurst, the persistence of names, families, roads and landmarks, and the strange ebullition of transient prosperity during the years when iron was a product of the Sussex forges. It is strange to read that there are over thirty memorial slabs of Sussex iron in Wadhurst Church. Local history may be told in many ways, and here we have an excellent example of a well-chosen method. R.

Music.

THE ELEMENTS OF STAFF NOTATION: by Paul Edmonds. (Isaac Pitman and Sons. 5s. net.)

As stated on the cover, "this work contains a lucid treatment of the elements of staff notation . . . the special features of the exercises are an easy gradation and a striking tunefulness." But why, one wonders, does the writer introduce complication for the youngsters by using "diamond" notes for the common chords in the *major* keys and "squares" for those in *minor* keys, both of which have ultimately to be discarded? A.G.

MUSIC AND ITS STORY: by R. T. White, Mus.D. (Published by the Cambridge University Press. 5s.)

Of late there has been an increasing output of books on Music and Musical Appreciation. Books for the expert musician and for the beginner; for the performer and the listener; for the teacher and the student; and for the mere layman. Dr. White, in his admirable book under notice, seems to have written for all these, for there is here something of value and interest for everyone who "does" music.

Moreover, there is a chronology, an orderliness, and a masterful teacher-like presentation of points—vital, and concisely dealt with—which make the book very readable. Unlike some other works on similar lines one has read, this one *invites* you to continue rather than *presses* you to do so because you ought. While whetting your appetite with his little courses, chapter by chapter, the author does not leave you in that somewhat unsatisfied state, but in several valuable appendices shows where you may get good square meals.

The examples and illustrations are helpful and the whole work is a welcome addition to musical literature. A.G.

Geography.

THE OXFORD ADVANCED ATLAS: by John Bartholomew. Second Edition. Revised. (Oxford Press. 10s. 6d. net.)

A second edition of this excellent atlas will be welcomed. The work contains a complete outline of the facts essential to an understanding of geography. The pages of map projections are especially enlightening and interesting, while the range of maps is complete, clear, and up to date in all respects. The general index covers over thirty pages and includes some 12,000 names, with the latitude and longitude of each place mentioned. No more useful atlas for school and home could be devised. F.

General.

1,700 MILES IN OPEN BOATS: by Cecil Foster. (Martin Hopkinson and Co. 10s. 6d. net.)

The story of the loss of the s.s. *Trevessa*, and of the journey of her crew to safety, is told in this book by the master of the ship, with a chapter from material furnished by the chief officer, Mr. J. C. Stewart Smith. It is a tale of absorbing interest, and the manner of its telling is worthy of the modest and straightforward conduct of Captain Foster and his shipmates. There is no attempt to stress either the courage or the endurance that were demanded during a trip of 1,700 miles in open boats, but the discerning reader will not fail to admire the pluck and heroism which made the feat possible and brought the majority of the crew safe to land. It is a story to stir the heart of any Englishman, and no boy will fail in admiration of Michael Scully, A.B., who, at the age of sixty-two, went through all the hardships and won a special tribute from his captain for his constant helpfulness. The illustrations add to the interest of the book. Especially noteworthy, and perhaps a matter of astonishment to an old seafarer, is the photograph of the *Trevessa's* football team! F.

LETTER TO THE EDITOR.

London University and the Rights of Teachers.

Sir,— Teachers in the service of the London County Council who are also graduates of the University of London owe a debt of gratitude to Convocation for passing the resolution set forth below, in the face of the opposition of certain members belonging to another century than this:

"That the London County Council be asked to consider the disability suffered by those members of Convocation who are in the service of the Council in that they are precluded from becoming members of the Senate by an interpretation which has been placed on No. 330 of the Standing Orders of the Council and are thus unable to exercise their full powers as graduates in the Government of the University as provided for in the Statutes made under the University of London Act, 1898; and that the Senate be requested to consider this matter in all its bearings and to use every means within its power to secure equality of treatment for all graduates of the University, the fact of their employment, if any, by a local authority for Education notwithstanding."

As the question at issue involves an important general principle throughout the country it may not be without interest to examine the facts of the situation as it exists in London.

The Statutes of the University provide for a Senate consisting of a Chancellor and fifty-five members, of whom the Chancellor and seventeen members are elected by the graduates in convocation and sixteen members are elected by the teachers of the university in their faculties.

Standing Order No. 330 of the County Council enacts that:

"No officer, teacher, inspector, or other person employed by the Council shall be permitted to accept the position of manager or member of a committee of any school or institute aided or maintained by the Council, or provided by it under the Education Act, 1902, within or without the county."

The Council contributes to the finances controlled by the Senate a sum of, approximately, £50,000 a year, equal to a rate of less than a farthing in the £, incidentally the lowest contribution of any great local authority similarly situated in regard to university education. It amounts to about 1/9th of the university's income. There are 1,057 university teachers, of whom some thirty are paid direct by the Council. By reason of their small proportion to the total number these teachers could not expect to get more than one of themselves elected to the Senate. In the absence of the Chancellor, therefore, they would have one vote in fifty-five in the decisions affecting the expenditure of 1/9th of the university's income. The possibilities of misapplication which this opens up for members of the Council are too disastrous to contemplate.

The Council's rule is also applied to graduate teachers not engaged on university work. It is the duty of a graduate to assist in the election of the Chancellor and seventeen Senators and, if selected by his fellows, to be one of the seventeen to take part in the work of the university. The Imperial Parliament granted this privilege; the Municipal Council on the other side of the river has taken it away. Its servants may vote but they may not accept office. It cannot even be pleaded in extenuation of this state of affairs that the Council fears that membership of the Senate by one of its teachers would interfere with the performance of his or her duties, for the teachers can, and do, accept membership of Borough Councils, where the duties are not less exacting than those which fall to the lot of Senators. Moreover, many Senators hold positions the duties attached to which are no less onerous than those appertaining to an assistant teachership in an elementary school.

The most charitable view to be taken of the situation is that it arose in the early days when the Council first took over London education. Anyone who, like the writer, lived through those months as an official will realise that many rules were made then the complete application of which was not grasped until some years later. That being so, it should only be necessary for the attention of the Council to be directed thereto in order that the matter may be rectified.

Yours, etc.,

H.G.S.



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NEWS FROM THE PUBLISHERS.

Messrs. Jonathan Cape have just removed into more spacious premises, their address in future being 30, Bedford Square, W.C.1.

Messrs. Constable announce that the wrapper of Michael Sadleir's forthcoming novel, "Obedience," will be printed from wood blocks specially designed and cut by Robert Gibbings, the well-known wood engraver and director of the Golden Cockerel Press, whose limited editions are in high favour with collectors.

The Cambridge Press will publish early this month Mr. S. C. Robert's edition of Mrs. Piozzi's "Anecdotes of the late Samuel Johnson, LL.D.," during the last twenty years of his life." The Anecdotes, four editions of which appeared in the year of publication (1786), have not been separately reprinted since 1886. The present edition, which includes a Bibliography and an Introductory Essay on the writings of Mrs. Piozzi and on the relations between Johnson and the Streatham household, will be similar in format to Mr. Robert's recent edition of Boswell's "Journal of a Tour to Corsica."

The same Press will shortly publish a new book of literary studies by Sir Arthur Quiller-Couch, entitled "Charles Dickens and other Victorians." In addition to Dickens, the volume deals with Thackeray, Disraeli, Mrs. Gaskell, and Trollope.

Messrs. W. and A. K. Johnston's London Office and Show-room has now been removed to Holborn Hall, 34, Gray's Inn Road, W.C.1, where a full set of all their Maps and Text Books can be seen by teachers.

Messrs. Longmans, Green and Co. announce they will shortly publish "Latin Prose Composition," by T. E. J. Bradshaw, M.A., and G. G. Phillips, B.A. This book is intended chiefly for lower and middle forms in public schools, but it will also be found useful for the higher forms in preparatory schools. It does not deal with the "simple sentence" at all. The rules of syntax are stated in the way which the authors have found most useful for teaching purposes, especially in coaching for the school certificate examination. The exercises follow the rules, and passages for continuous prose are given at the end of the book.

"Examples in Mechanics," by Mr. Francis W. Harvey, M.A., Lecturer in Mathematics at the Battersea Polytechnic, has just been published by **Messrs. Methuen**. This collection of examples is drawn as largely as possible from instances likely to be familiar to young students of mechanics and deals with dynamics, statics and hydrostatics.

A new hymn-book, which will be of special interest to educationists, is being prepared by Dr. Percy Dearmer and Dr. Vaughan Williams, with the assistance of Mr. Martin Shaw, and will be published in the Spring or Summer by the **Oxford University Press**. The book will include, besides the well-known standard hymns, many new discoveries and settings, and there will also be a number of songs suitable for use in classes and at special gatherings, besides the usual occasions in church. The whole book will be indexed for use by boys and girls of school age, and the Children's Section will be limited to hymns suitable for young children only. The standard of hymn-singing is being steadily raised in schools by the elimination of unworthy hymns and tunes, and the new book is intended to continue the process of improvement.

The Pitman Fellowship.

The Right Hon. Sir Ernest Murray Pollock, Bart., K.B.E., Master of the Rolls, has accepted the Presidency of the Pitman Fellowship for the ensuing year, and attended the Fourth Annual Dinner and Conversation held at the Hotel Victoria on Saturday, January 17th.

The retiring President (The Right Hon. Sir Henry E. Duke, President of the Probate and Admiralty Division of the High Court) was in the chair, and a company of nearly 400 representative members, drawn from all parts of the British Isles, assembled to celebrate the 112th Anniversary of the birth of Isaac Pitman, Inventor of Pitman's Shorthand.

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NEWS OF VACANT POSTS.

HEADS.

NOTTINGHAM.

The HEAD MASTER of NOTTINGHAM HIGH SCHOOL is retiring at the end of the Summer Term. The Governors invite APPLICATIONS for the POST, which must be received by the Clerk not later than February 16th. The Salary offered is £1,500 per annum. Further particulars may be obtained from the Clerk to the Governors. MR. CECIL E. R. FRASER, Solicitor, 34, Park Street, Nottingham.

WYCOMBE ABBEY.

The Council of the Girls' Education Company, Limited, invite APPLICATIONS for the POST of HEAD MISTRESS of Wycombe Abbey School, Buckinghamshire, which will become vacant at the end of the Summer Term, 1925. For particulars of the appointment and forms of application, which must be sent in not later than the 14th February, 1925, apply to THE SECRETARY, at the Registered Office of the Company, No. 7, Bank Street, Lincoln.

DUDLEY.

The Committee invite APPLICATIONS from College-trained Teachers for the HEADSHIP of WOLVERHAMPTON STREET COUNCIL BOYS' SCHOOL. Salary in accordance with Standard Scale III, subject to the usual deductions for Superannuation, etc. Forms of application may be obtained from the undersigned on receipt of stamped addressed foolscap envelope, and completed forms should be returned by Monday, the 16th February, 1925, to J. WHALEY, Director of Education, Education Offices, Dudley.

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The POSITION of HEAD of the ART DEPARTMENT at CHELSEA POLYTECHNIC will be VACANT on March 1st, through the appointment of Mr. J. D. Revel, A.R.C.A., R.O.I., R.P.S., as Director of Glasgow School of Art. The Department is classified as Class 2, and the position carries a salary of £600-£25-£750 (less voluntary abatement of 5 per cent. till April, 1925). The applicant will be required to join the School Teachers' Superannuation Scheme. Forms of Application (which must be returned not later than February 7th) may be obtained by sending a stamped addressed foolscap envelope to the undersigned—S. SKINNER, M.A., F.Inst.P., Principal.

SUBJECT TEACHERS.

ESSEX.

PHYSICAL CULTURE MISTRESS required after Easter, for ROMFORD COUNTY HIGH SCHOOL. Applications, giving full details of qualifications and experience, with testimonials, to be sent to the HEADMISTRESS by February 9th.

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LECTURESHIPS at UNIVERSITY COLLEGE in (1) PHYSICS, (2) CHEMISTRY, to be entered upon at beginning of next academic year. Stipend, £400, with superannuation in the Universities scheme. Applications, with one copy of testimonials, to be sent by February 13th to the SECRETARY, University College, Leicester.

LONDON.

The Council of Westfield College (University of London) invite APPLICATIONS for the POST of ASSISTANT LECTURER in BOTANY. (Woman—non-resident.) The appointment will date from October 1st, 1925. Applications, with six copies of three testimonials and not less than two references, must reach the Principal by February 20th. For further particulars apply to the SECRETARY, Westfield College, Hampstead, N.W.3.

GENERAL.

BIRMINGHAM.

APPLICATIONS are invited for APPOINTMENT as SUB-EXAMINERS in connection with the Authority's Examination for Admission to Secondary Schools, etc. The examination will be held on the 1st and 2nd April, 1925, and the Sub-Examiners will be required to devote the necessary time to the work for a period of two or three weeks following the examination. Information may be obtained on application to the undersigned, to whom applications for appointment must be forwarded not later than the 7th February. P. D. INNES, Chief Education Officer, Education Office, Margaret Street, Birmingham.

FORM TEACHERS.

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GRADUATE SCIENCE MISTRESS required for BLYTH SECONDARY SCHOOL FOR GIRLS, beginning of Summer Term, 1925, with special qualifications in Physics and Chemistry, subsidiary subject Botany, and some teaching experience. Forms of application may be obtained by sending stamped addressed envelope to the DIRECTOR OF EDUCATION, The Moothall, Newcastle-upon-Tyne.

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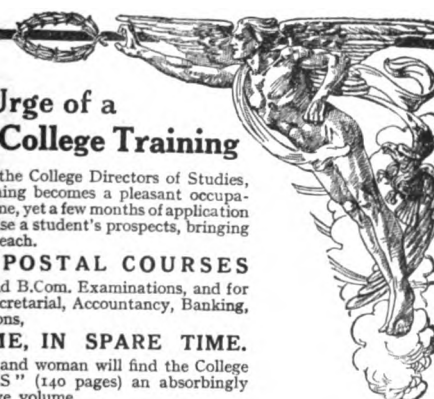
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MARCH, 1925

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Insanitary Schools.

Lord Eustace Percy is greatly to be commended for the promptitude which he is showing in warning the local authorities and school managers that the evils of insanitary and unsuitable schools must be mitigated without delay. The real state of things is not known to the general public; but our columns have given evidence of the discouraging conditions under which many teachers, especially in country districts, are compelled to work. A candid member of one county education committee recently confessed that he was alarmed at the discovery that in a large number of their schools the drains were not supplied with traps. Where this simple and necessary hygienic precaution is omitted, we may look in vain for evidence of care and forethought in regard to such matters as ventilation, heating, lighting and lavatory accommodation. The plain truth is that a very great number of our schools are worn out and ripe for demolition. They are certainly unfit to be used for compulsory education. When a community decides to enforce attendance at school it lays upon itself a stringent obligation to see that the school buildings are wholesome and not dangerous to the physical health of the pupils. The neglect or evasion of this duty is a wrong to the children.

The Present Need.

It is clear from the reports already made that defective buildings are most commonly found in the non-provided schools. The religious bodies which are responsible for the general maintenance of such schools have found it difficult to keep them up to date. The stoppage of building during the war and the present difficulties which attend all new construction have made a difficult situation almost impossible. It is not easy to see how the Board can press with success the legitimate demand that school buildings shall be made fit for the needs of modern education. We have perhaps failed in the past to allow for progress, and have hampered ourselves by erecting buildings of the wrong type, as when we built schools with permanent classrooms each holding sixty pupils, thereby making it very expensive to reduce the size of classes to forty. We might have acted more wisely by building in a permanent and beautiful form a school hall with staff rooms as the front side of a quadrangle, a playground surrounded by inexpensive classrooms, workrooms and laboratories, built with due regard to fitness of design but not too costly to be extended or replaced by more modern structures. There must be many examples of schools built at great expense during the 'eighties and 'nineties which are now unsuitable for our needs but cannot be discarded for the reason that they are not yet paid for.

Church Assembly Proposals.

The impending or prospective demands of the Board of Education respecting school buildings may be a factor in the decision of the Church Assembly to propound a scheme for making all schools into provided schools, while securing that dogmatic religious teaching is given by the regular school staff wherever it is demanded by parents. In effect this means that of the schools hitherto known as Council or provided schools, where no dogmatic religious teaching has been allowed, an uncertain number will be turned into denominational schools. Of the schools hitherto known as Voluntary or non-provided, some may be assigned to serve as provided schools if their trust deeds permit. These schools will remain in the ownership of denominations and be available for their use outside school hours, but the rates and taxes will furnish the funds necessary for any alterations or extensions of the building and for its maintenance. Teachers appointed to schools in which dogmatic religious teaching is given will be required to satisfy a Religious Education Committee as to their orthodoxy. We have in these proposals a valiant attempt to make use of the state system of compulsory schooling for denominational ends, and a belated effort to extend the operation of religious tests for teachers. Worst of all, we are threatened with a revival of a controversy which has impeded the progress of our schools for a century or more.

Fool-Proof Methods.

In the course of a discussion of methods of teaching Latin the Headmaster of Christ's Hospital expressed the view that the traditional method had the merit of being "fool-proof." "Any fool can teach by it and any fool can learn by it." There followed some bickering in the newspapers and an admission by Mr. Fyfe that he had spoken ironically. Ironical or not, his words revealed the main practical justification for unrelieved gerund grinding. They leave unanswered the questions why any fool should be allowed to practise his folly on schoolboys and why intelligent pupils should be reduced to the level of fools. The training of teachers is regarded with scepticism and hostility by many headmasters and University dons, and it cannot be advocated in the abstract or until we know something of what it attempts and achieves. At least we may hope that the young schoolmaster who has spent time in studying the principles and methods of his future work will be saved from the necessity of adopting any method merely because it is fool-proof. Also he may learn to look at teaching as a craft in which he can find satisfaction and pleasure instead of regarding it as a drudgery alleviated by games.

A Magnificent Gift.

The Commonwealth Fund is a philanthropic undertaking, established in the United States by Mrs. Stephen V. Harkness in 1918 with a gift of between five and six millions sterling. It is now announced that the trustees of the fund have decided to provide twenty annual fellowships at American Universities for British graduate students. The Prince of Wales has consented to act as Honorary Chairman of the British Committee of Award. The fellowships will be worth about £600 a year and will be tenable as a rule for two years, but they may be extended to three years for special reasons. They are to be awarded on the nomination of British or Irish universities, and applicants must be graduates, men or women, under thirty years of age and unmarried. The scheme will provide for not less than forty British and Irish graduates being in attendance at American universities during each session. It is thus a kind of response to the Rhodes scheme, and we understand that it is a happy result of suggestions made during a visit to the United States by one of our best known writers. Care is rightly taken to guard against any concentration of the holders of Commonwealth Fellowships. They will be distributed widely among some twenty-six universities and will thus have the fullest possible opportunity of helping to promote that "unity in thought and purpose between the two great English-speaking nations of the world" which is described as the main purpose of the gift.

Changes at the Board of Education.

It is announced that Sir Amherst Selby-Bigge will retire in April from the post of Permanent Secretary of the Board of Education and that his successor will be Sir Aubrey Vere Symonds, now Second Secretary of the Health Ministry. This appointment was received with some surprise, but there are those who take the view that an administrator is all the better for having little or no experience of the things which he administers. The Ministry of Health has provided also a successor to Sir Alfred Davies in the Welsh Department of the Board, and we recall that Lord Eustace Percy was connected with the Ministry of Health a few years ago. One possible result of these migrations from the main staircase to the back stairs of the imposing building in Whitehall is an added vigour in the campaign against unhealthy schools. Education may become closely allied with hygiene, to the lasting benefit of children in our villages and in the crowded districts of our towns. Sir Amherst Selby-Bigge will have the cordial good wishes of teachers in his retirement. He took office at a difficult time and speedily succeeded in bringing about a happy forgetfulness of certain troubles. He has gone warily about his task, never attempting to stretch the law to his authority or to treat education as more than a department of State activity. In this restraint he showed the quality of a good official, although it is interesting to speculate as to what would happen if a fiery zealot were in control at the Board.

Sir James Yoxall.

The death of Sir James Yoxall came unexpectedly, and before he had been able to embark fully on the pursuit of those interests with which he had filled the scant leisure of his strenuous working life. Teachers of all types owe to him a great debt. His official position as Secretary to the National Union of Teachers brought him into constant contact with officials and men of influence in the political world. As a member of Parliament for twenty-three years he was able to play an important part in many discussions and developments relating to education. His great claim to our regard was that he represented us well and fairly, doing everything in his power to enhance the position of teachers in public esteem and to advance the cause of education. Unlike his former associate and colleague on the N.U.T., Dr. T. J. Macnamara, Sir James Yoxall never held office in a government. His interests were not political in the parliamentary sense, and he was content to serve as a recognised and respected authority on everything that concerned the welfare of children.

TO HIS FRIEND MOREL, FROM ROME.

(From the French of Joachim du Bellay.)

*To flatter duns so well that they will wink
At bills unpaid, bankers until they lend ;
And from French liberty of speech defend
Your converse lest it pass discretion's brink.
To ponder carefully both food and drink
Lest ruined health result : your gold to spend
With cautious forethought ; to seduce a friend
To confidence, yet hide what you do think.*

*To bow to rank, to clutch what liberty
You have, lest it may be curtailed, to rate
Opinions skilfully, read each man's thought.
To live with anyone, with all agree.
This is, my dear Morel (I blush to state)
The wisdom that three years in Rome have taught.*

MONA PRICE.

A SCOTTISH NATURALIST.

BY S. T. H. PARKES.

A nearly forgotten writer of the 'nineties, Ian Maclaren, depicts the old-time dominie who ruled in the Parochial Schools prior to the Scottish Education Act of 1872. He had an "unerring scent for 'pairts' in his laddies. He could detect a scholar in the egg, and prophesied Latinity from a boy that seemed fit only to be a cow-herd." In the homes of the Scottish peasantry and small farmers it was the single ambition to have one of its members at college, and if the dominie approved a lad "then his brothers and sisters would give their wages, and the family would live on skim milk and oatcake to let him have his chance." Often a well-to-do farmer, often the dominie himself, lent a helping hand and stood surety for the college fees, believing with John Knox "that ilka scholar is something added to the riches of the commonwealth." Though he had a leaning to the classics and the professions, the dominie was catholic in his recognition of 'pairts': a bent for natural history was not despised, and "generally speaking, if any clever lad did not care for Latin, he had the alternative of beetles."

Mr. Henry Coates's admirable biography, "A Perthshire Naturalist, Charles Macintosh of Inver," presents a link with those days of early Scottish education, and portrays a character of sterling worth, a charming personality, a self-taught genius recalling Hugh Miller and Thomas Edwards.

Charles Macintosh was born at Inver, Perthshire, in 1839; he died January, 1922, young in heart and mind though full of years. Charles's forbears—he was third of that name—were hand-loom weavers, and the disappearance of the hand-loom in face of competition with the power-loom wrought as great a change in rural Scotland as did the disappearance of the dominie. Opposite their cottage stood another humble home which has become famous as the dwelling of Neil Gow. Here, we are told, in August, 1787, Burns, "the greatest of Scottish poets, visited the greatest of Scottish violinists." Three generations of Gows and Macintoshes maintained the musical honour of the strath; precentors in their parish churches, composers of songs and reels, teachers, and noteworthy performers on the now priceless Cremonas that passed through their hands.

The mother of our naturalist was fifth in direct line of descent from the murdered Chief, Macdonald of Glencoe. Among her immediate kin were a dominie widely famed for his classical and scientific attainments, a missionary to Madagascar, and a Professor of Classics in the University of Capetown. Thus on either side was the boy endowed with musical ability and with brains.

In 1845 he was sent at six to his first school, a wooden building near the foot of Inchewan Glen at Birnam, the Free Church school for the parish of Little Dunkeld. Of the old parochial school, before the disruption, at which his father, the second Charles, was educated, it is recorded

that "a penny a week was all that was asked from junior pupils, but, in addition, those from the hills and glens were expected to bring one peat each day in winter to feed the fires in the school and the master's house . . . and another perquisite of the schoolmaster consisted of the victims who fell in the cock-fights which were held periodically in the school, and for which the children brought the combatants." In Dunkeld there was more than one dame school for infants, conducted by worthy ladies whose moral training was on a higher level than their scholarship. One of these, we are told, had mastered the simpler elements of the English language, but when she came to a longer word than usual would say, "That's Latin, daughtie, pass on!"

At the Free Church school the young Charles acquired a sound knowledge of the "three R's," and in 1853, at fourteen, he was sent for two winter sessions to the Royal Grammar School in Dunkeld, the summer months being given to open-air work towards the upkeep of the home. The Rector of the Royal School was a good classical and mathematical scholar, an enthusiastic bee-keeper, and a keen student of the stars, in which subject Macintosh retained an interest all his life. "The pupils included both boys and girls, as the practice of co-education in secondary schools had been the universal custom in Scotland and had produced excellent results."

Rowland Hill, as every child is taught, introduced in 1840 universal penny postage, when the rural post-runner became a familiar figure in Highland life; and Charles Macintosh at nineteen was appointed "postie" to the villages and clachans in the Tay-side country between Strathtay and Dunkeld. His pay was meagre. Starting at 12s. it had risen, after thirty-two years' service, to 14s., and at fifty-one he retired, broken in health, on a pension of 10s. a week.

A close observer of nature in her many aspects, Macintosh was also an all-round reader; and in his leisure time he had acquired a serviceable knowledge of German. In 1873 he was elected an Associate of the Perthshire Society of Natural Science, an honour conferred only for original work in the district. The titles of a few of his contributions to the Society's Transactions indicate the variety of his observations. Notes: On the Feeding Habits of Squirrels; On the Black-headed Gull in Winter Plumage; On a Stone Cist found at Dalguise; On the Drought of 1913; A Ring Ousel; A Curious Stone (potholes); A Plague of Caterpillars. His investigations added numerous species to the British Fungus Flora; and ferns, flowering plants, grasses, lichens and mosses shared his loving scrutiny with birds and beasties. He was a "born teacher," and the nature knowledge rambles which he conducted for children of the Public School of Torwood and the Royal Grammar School of Dunkeld were counted under the Scotch Code as school attendance. A kindly old bachelor, his "real genius lay in the realm of friendship," as was said of another; and with his congenial pursuits and many hobbies, his telescope and microscope, his books and his violin, the old naturalist little recked the lack of worldly gear. In his own words, he "wanted neither litter nor new fangles."

THEATRES AND CINEMAS.

BY PETER QUENNEL.

Every revival of early drama seems to show more acutely our loss. Hurrying newspaper critics often find it quicker and easier to assume a deficiency in the old play—not in its treatment; by God's grace a "classic" in the necropolis of a gentleman's library it looks well; alas, on the grown-up stage too long, too clumsy for performance! Shakespeare is placed, on the strength of traditional, extra dramatic virtues, and very hideous the result. A work so nearly perfect as the "Duchess of Malfi" turns to rank farce; while as for comedy, without the attraction of a gaudy setting or some impropriety, it is a sad limping affair.

So what reads well, acts badly; inevitably we consider the quality of its presentation and reflect a little. In 1642, on the outbreak of civil war, it was ordered "that public stage plays shall cease and be foreborne"; previously actor and dramatist had been hardly distinguishable; the poet was either an actor himself or lived in very close touch with the theatre; actors surely must have been people intellectual and sensitive. I cannot pretend to draw a line with certainty, but the Restoration brought a new colour to the theatre, and so great a man as Otway must write for women like Mrs. Barry, perhaps as despotic and stupid as Gil Blas found them in Spain.

Since then the profession has developed a remarkable dullness towards poetry, or realises it only in overflowing rhetoric. Unable to pronounce verse, in a play of which the content is deeply though not obviously intellectual, they are quite helpless; apt enough at the childish, they are dumbfounded by what is truly naive, and, if it is in a comedy, cover up their confusion by hustling, badly assumed merriment. They are most at their ease in a modern comedy of manners, say "Our Betters," of which the interest is not entirely æsthetic.

Theorists produce this remedy and that; but new growths of art have generally followed natural, not theoretic, lines. *Naturally*, a way of salvation lies in the cinema.

Yet it would be absurd to elevate the cinema by contrast; for, at present, it is even more vulgar, mercenary and coarse. Now and again, by the efforts of certain producers, or by the almost accidental gestures of certain actors, it promises—only promises—unimaginable beauty, either in a whole, new, compact and concentrated art, or, at least, as a means of refreshment for exhausted tradition.

The function of the cinema as a purging place is sufficiently plain; it works always a sort of crude catharsis. In the romantic obscurity of a cinema spiritual sin falls away; the scurf of hysteria and melodrama is washed off.

At the moment it is possible to take another, more exciting view. I have not seen "Warning Shadows" at the Tivoli, but if it marks an improvement on earlier German films it must be near excellence. "Doctor Caligan," in the lopped English version, was a little rough and unsatisfactory, but it showed a direction, pointing away from naturalism to a technique more condensed and significant. "Doctor Mabuse," too, was only seen in England pitifully cut down; the psychological play between the hypnotist and De Witt was

largely eliminated in the interests of melodrama; but what remained showed an extraordinary force of intelligent acting. "The Street," beginning as a panoramic drama, wound itself up not very happily as a murder story; but it had sometimes unforgettable beauty, as the shabby, pleasure-greedy man walked through the town glitter, lirting curiously upon his toes, moving his umbrella with stiff excited gestures; at last, as he returned home in the dawn among a fantastic gale of waste paper blown over the empty pavements.

After work as concentrated as this, American productions seem loose and meaningless; actors make their entrance with the melancholy, swooning irrelevance of fishes in an aquarium; they do not act, they appear.

It is true that the "Woman of Paris" contained at least one magnificently contrived episode; it began and ended badly. "Scaramouche" was an immaculate historical film, based on a very silly novel. Charles Chaplin will sometimes, as it were by mistake, fall to very beautiful acting, and Buster Keaton has an impressive, delicate presence, wasted in the stupidest comedies.

So far, there has not been a film (excepting possibly "The Street" and "Caligan") whose theme would not do equally well for the novel of a railway bookstall. A splendid conception, expressed with the infinite diversity and freedom the cinema allows, is a thing almost too dazzling to think upon.

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

MARCH, 1850.

In the "Educational Times" of March, 1850, there appeared an editorial article on Religious Education, referring on the one hand to a speech by Professor Nichol at Glasgow, and on the other to a speech made by Mr. Talbot, Q.C., at a meeting of "friends of National Education on Strickly Church Principles."

"When we read in one Report these words of Professor Nichol on religious differences:—'What they had chiefly to do was to enable the child, by sound training and mental cultivation, to grapple with those great conflicting thoughts, and decide for itself which were the correct ones'; and in the other, Mr. Talbot's objection to the system of Inspectors as men 'responsible to the Committee of Education alone, and quite independent of the Bishops and Ecclesiastical authority, and whose whole business related to the dissemination of secular knowledge rather than religious truth, ample Algebra, much Mathematics and Mechanics, Land Surveying, and what not; but of religion nothing, *dogmatic* teaching nothing;' and Mr. G. A. Denison's assertion that 'All education flowed from and necessarily depended upon the doctrine of regeneration in baptism;' we could not forbear thinking of Hamlet's admiration of his father's portrait—"

'See what a grace was seated on this brow;'
in application to the former, and the severe description of his uncle's, as a most suitable comment on the latter:

"Like a mildewed ear
Blasting his wholesome brother."

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.

VI.—THE LIBRARIES OF THE UNIVERSITY OF LONDON AND THEIR FUTURE.

BY REGINALD ARTHUR RYE.

(Goldsmiths' Librarian of the University of London).

The library problem of the University of London is different from that of most other Universities. Besides serving the local needs of the Metropolis by organising and extending higher education therein, the University of London exists further for the purpose of holding forth to all classes and denominations, without any distinction whatsoever, an encouragement for pursuing a regular and liberal course of education, and of promoting research and the advancement of science and learning. Its incorporated colleges and schools are situated in widely distant quarters within a prescribed radius of thirty miles from the University Central Building at South Kensington, and in addition to the 20,000 collegiate students studying at these institutions, a vast number of external students are scattered in various parts of the country, where the supply of the literature they require for their studies is often difficult to procure. A library policy for the University of London, to be at all satisfactory, must be as broad in its scope as are the duties laid upon the University.

Universities such as Oxford and Cambridge and most Continental Universities possess libraries of two classes which are kept quite distinct. There is first the University Library, almost equally accessible to all students who require to use it, and in the second place a number of college libraries are grouped together and around it in near proximity. These universities are governed in their library policy by geographical considerations, which may be said to occupy a place midway between that of the University of London and the provincial Universities. The University Library and the College Libraries being situated close together are easily and quickly reached by all, and there is consequently a smaller need than in the case of London for co-operation and the additional support of other libraries.

In the case of universities which are so in the more restricted sense of being single colleges empowered to grant degrees to their students, their library policy is one of comparative simplicity. To the best of their ability they endeavour to provide for the needs of their undergraduate and post-graduate students alike, so far as this can be done by a single library.

The present and future policy of the libraries of the University of London must be determined not only by the unique conditions above mentioned, but also to some extent by their past history. Before the reconstitution of the University, three independent and uncorrelated classes of library existed in connection therewith. First, there was the University Library, which, until its reorganisation in 1906, was governed by no well-defined policy, but aimed generally at providing books for graduates, members of Convocation, and external students. In the second place, a large and self-contained library existed at University College, which, prior to the incorporation of this college in a larger University of London, was formed on the model of a single-college

University Library, constituted expressly for the needs of its students alone. In the third place there were, as now, a number of smaller libraries at the other colleges and schools which aimed at providing, independent of each other and of the University Library, reference collections of works in the various subjects included in their curricula, and reading rooms in which their students could conveniently pursue their studies in quiet and retirement.

The questions of library policy and of co-operation between the various libraries of the University of London have been under frequent consideration by the University Library Committee during the past twenty years, and they have also been the subject of detailed report to the Senate, the Royal Commission on University Education in London, and the Departmental Committee of the Board of Education on the University of London. The chief difficulty which arose in determining a satisfactory library policy was the possession on the incorporation of University College in 1907 of two large isolated and similar libraries. Later, in 1910, the position was further complicated by the incorporation of King's College, which brought with it the accession of a smaller but well-selected library, also formed on general and independent lines. The function of the small college and school libraries which belong to the third class mentioned above was, and must always be, quite distinct, so that the general question of policy can in no way be affected thereby.

Unless there was to be a large amount of useless overlapping, a well thought-out policy had to be adopted which would bring into close connection and co-operation the three largest and most important of the libraries belonging to the University of London. Progress towards this end was made by the recognition of the distinct functions which the University Library on the one part and the libraries of University College and King's College on the other part could best be called upon to fulfil. The University Library, now at South Kensington, is constituted to provide (1) a lending library from which all students, internal and external, can borrow free of charge the works which they require for their studies at home; (2) well-equipped research libraries for post-graduate students to supplement the college libraries and work in co-operation with them; of these the Goldsmiths' Company's Library of Economic Literature is an example; and (3) Travelling Libraries for University Extension and Tutorial Class Centres, containing standard books of reference and the larger and more expensive works which the public libraries do not generally supply. The functions of the libraries of University College and King's College are (1) to provide well-equipped research libraries in certain subjects for post-graduate students in close co-operation with the principal teachers of those subjects in the University, and supplementing the resources of the University

Library; (2) the provision of books for reference purposes for the immediate use of the students of the college concerned, whilst relying for additional copies upon the University Library; and (3) the provision of "Seminar" libraries, the province of which is to prepare the student for the use of research libraries, to teach him how to find his materials, how to test their genuineness, and how to weigh the value of their evidence.

It will be seen that the functions of the University Library and of the libraries of University College and King's College are in many respects so distinct that they could not well be combined in a single library, and that in other respects they are so arranged as to supplement each other.

In order to facilitate inter-borrowing, an arrangement was made with University College several years ago by which large numbers of books have been sent on loan each year from the University Library to University College Library for the benefit of internal students. Similarly books from University College Library are frequently lent to the University Library for the benefit of its students and readers. In June, 1918, King's College was invited to participate in this scheme of inter-borrowing, and agreed to do so. At the same time the Senate, on the recommendation of the Library Committee, added a new rule which gave to all persons entitled to use the libraries of the Incorporated Colleges of the University the right to borrow books, as far as they may be available, from the University Library through the librarians of the respective colleges, under the library rules and regulations there in force, so that an internal student at one of the incorporated colleges desiring to borrow a book from the University Library need not necessarily apply for it there, unless he prefers to do so, as he often does, but can obtain it on application at the Library of the College to which he belongs, in exactly the same way as he would borrow a book from the College Library itself.

In order to make these arrangements for library co-operation and inter-borrowing more effective, a Board of Librarians was appointed by the Senate in 1908 to discuss matters of organisation that affect alike all the libraries belonging to the University and to report on such matters from time to time to the University Library Committee. Another step taken with a view to establishing a closer relationship between the libraries of the University was the appointment of the librarians of University College and King's College as members of the University Library Committee, which, in its turn, has been represented on University College Library Committee since 1908, and on King's College Library Committee since 1918, by the Goldsmiths' Librarian.

As regards future developments, the University Library Committee have had under consideration the report of the special Music Committee which was charged by the Senate with the duty of making recommendations as to the place of music in the curriculum and social life of the University, and are of opinion that a complete mechanical equipment for making acquaintance with the literature of music should be provided in the University Library. There can be no question about the value of the gramophone and pianola in point of music pro-

duction, and the provision of the best music would be a natural and valuable development of that purpose of culture for which the University Library has been established. To this end it is proposed to set apart a room where music can be rendered by pianola and gramophone, and to increase the existing collection of music scores and books on music.

In conclusion a word may be said about the work of the University Library during the past year. With a stock of 150,000 volumes, it issued to readers in 1924 nearly 75,000 volumes for reference and borrowing, the number of books borrowed by students from the lending library for home study being 25,689. The number of individual students who used the University Library during 1924 was 2,259; of these forty-five per cent. were professors, teachers, and internal students, forty per cent. external students and members of Convocation, seven per cent. University Extension and Tutorial Class students, and eight per cent. other persons specially recommended.

The conditions for the use of the University Library are exceptionally generous. For example, a student is able, on the recommendation of a Professor or a Reader of the University or the Librarian of one of the Colleges and Schools of the University, or two recognised teachers, to borrow as many as six books for a period of two months. Books may be borrowed for home use, either in person or by post.

All students who are desirous of becoming members of the University Library are invited to communicate with the Goldsmiths' Librarian of the University of London, South Kensington, S.W. 7, who will be pleased to send them full particulars of its rules and regulations.

LEAGUE OF NATIONS UNION.

Prize Essay Contest.

Arranged in co-operation with the American School Citizenship League, and open to both British and American Schools.

Two sets of Prizes 75 dollars, 50 dollars, and 25 dollars, to be known as Seabury Prizes, are offered for the best essays on the following subjects:—

- (1) "Methods of Promoting World Friendship through Education."

Open to all under 21 on May 15th, 1925, attending a Training College in the British Isles.
- (2) "The Organisation of the World for the Prevention of War."

Open to all students between 16-18 years of age on May 15th, 1925, attending an Educational Institution in the British Isles.

JUDGES:

Education Committee of the League of Nations Union or its nominees.

CONDITIONS OF ENTRY:

Essays, which must not exceed 5,000 words (length of 3,000 words is suggested) and which must be written on one side only of paper, with a margin of at least one inch, must reach League of Nations Union, 15, Grosvenor Crescent, S.W.1, not later than May 15th, 1925. Manuscripts not easily legible will not be considered.

Essays should have the writer's name and school and home address. Principals, headmasters, and headmistresses are kindly requested to encourage their students to enter.

Essays should be sent to, and all enquiries made from, the
LEAGUE OF NATIONS UNION,
15, Grosvenor Crescent, S.W.1.,
and should be marked PRIZE ESSAY in the top left hand corner.

LETTERS TO A YOUNG HEAD MASTER.

By T. AND B.

XI.—EXPERIMENTS AND REGRETS.

My dear W.,

Our letters to you are coloured by our passing occupations. T. is just recovering from the 'flu, and I have recently attended a meeting of the Psychological Society. I am afraid most of the brethren are a little sceptical about the relation of Psychology to their work. The arts side of Education is so old and the scientific is so new that it seems safer to quote Plato than to experiment with Ebbinghaus, Wundt or Jung. These gentlemen's names seem so uninviting and, after recent events, so unmusical in a Briton's ear; but there is no doubt we have lost much if we have not kept ourselves acquainted with the discoveries of experimental psychology. Fortunately we still have such British authorities to guide us as Myers, Spearman, and Burt. Every teacher should read Dr. Henry J. Watts' little book on the "Economy of the Memory," which gives hints for using the memory in the most scientific way and is founded on experiments by Ebbinghaus and others. Some of the points seem so simple and so effective when attention is drawn to them, *e.g.*, the plan of learning a poem in big pieces and not in small, that one wonders at the necessity of having to refer to them. It is extraordinary what some boys will do in the matter of memorising poetry and prose passages, and how quickly they can do so. I remember one boy who memorised practically the whole of Macaulay's "Lays of Ancient Rome" in about a month, and did it joyously. It began as a sort of joke in class, when he was asked how much he knew of "Horatius," and said he knew it all.

In some schools the heresy remains of physical exercises taking the place of free movements and recreation in the break; but fatigue experiments prove conclusively that physical exercises under orders make a great demand on attention and very rapidly produce fatigue. It is certainly not scientifically true to say that "change of occupation is rest," but it is true to say that a break at the end of a lesson is economical and serves the useful purpose of letting off steam.

There are other bigger psychological questions, such as the time at which the teaching of various subjects may be most profitably begun and the natural order of development for various subjects of school instruction. Some parents have been much concerned because their boys have not wanted to learn to read early and have been agreeably surprised to find that these boys have learned to read in a few weeks once the desire to read and the time to read had arrived.

People still think that spelling can be taught apart from reading and have a pathetic belief in the value of special dictation passages and spelling tests. Others have learnt more wisely to trust to a wider course of reading and to a general training in accuracy of observation. We all know now that people make stupid mistakes in simple arithmetic or in spelling more readily when they are tired, but have we yet arranged for our school examinations at a sensible time?

Even in such an examination as the School Certificate Examination far too much strain is thrown on the young persons who take it, and at the close of six hours' work are they not working very much below their usual level? Do not we all remember the last half-hour of an important examination and how futile and stupid our work was? Perhaps the psychologists may be allowed to investigate conditions of pupils under examination and let us know by *æsthesiometer* and other tests how much below normal the pupil's vitality has become.

And then there is the whole interesting problem as to types of mentality, and the possibility of the school catering for all types. Dr. Jung's recent book on "Psychological Types" is of interest to all Head Masters. According to him the two main or overriding types are the extravertal and the introvertal, the objective and the subjective—the people who learn by doing and the people who learn by conning or thinking. I have always thought that the boy with a workshop or outdoor interest had small encouragement in the usual school which, after all, is worked more or less on literary lines, has to do with books, and does not give the fullest expression to the faculty of making things. Of course in a boarding school there are outdoor hobbies and games, and in some of our public schools a great deal of attention to workshops which encourage and develop the practical side of the boys' ability; but the day school tends to be more introvertal than the public school. Lessons are given in its classrooms, and boys go home to do lessons again. It is quite possible that if this extravertal type were more fully recognised in the schools that there would be a great opportunity for this practical work to be done—in which case one would expect the school laboratories and workshops to be more important than at present. In many of the secondary schools a little woodwork is done, but the man who teaches the subject is not regarded as an important member of the staff and may only be a craftsman called in for a few lessons. One of the reforms we may confidently expect is that of increasing attention in the designing of new schools to the demands of arts and crafts.

I need not say after my letters to you it is not because I think that practical developments have a vocational value that I support them. It is on the general educational principle that some boys are better approached in this way than in the other.

These are general considerations. I find I have been writing to you on the general relation of psychology to the schools. I hope to refer again to the psychological tests of educable capacity.

Yours,
B.

My dear W.,

No such luck. I have some hideous memories like everybody else. We all have some, and we all wish we hadn't. We may try to expel them with a fork, but like Horace's Nature, they always come back. When we are alone and pensive, and particularly if we are

inclined to self-complacency, it is a nasty custom of theirs to peep round the corner and pull ugly faces at us.

You have told me of one of yours ; I will tell you of one of mine. Some years ago there came into my school in the annual intake of scholars from public elementary schools a certain boy whom I will call X. On the form of application for admission, his father was described as a foreman in a flourishing local trade in which good wages were steadily earned. As, in addition to a free place, the boy had a maintenance allowance, there was no reason to think that he could not afford to take a full share in all the activities of the school. And he did, being perhaps better at games than he was at work, though not first-rate in either. He rose steadily in the school, and in his fifth year, chiefly on the strength of his proficiency in games, his House Master made him a House Prefect. All this time he was obviously well-fed and invariably well-dressed.

Now, it is our policy to be studiously moderate in our demands on parents for money for school objects—I shall have more to say on this subject presently. One of the few objects we ask them to support with cash is the annual athletic sports, when the parents of each boy are expected to take two shilling tickets. It came to my knowledge that X was one of the very few boys in the school who had not applied for any tickets. As he was a House Prefect this seemed a bad case of disloyalty. I sent for him and asked him whether he meant to apply for any tickets. "No, sir," he said, in a hesitating manner. I waited a little while to see whether he would say anything more. Then I made a hideous mistake, which caused me much mental agony afterwards. Thinking I knew all about his circumstances, and without suspecting there had been any change in them, I said "Isn't your loyalty to your school equal to the strain of two shilling tickets once a year? I do not think much of Prefects of your calibre."

At the end of that term I found that X had passed the First School examination which we take, but had not qualified for Matriculation. Now, employers in our little village know what Matriculation means, but they know very little else about school examinations, and the first thing they ask applicants is "Have you passed Matriculation?" In view of this, I always urge boys to stay in school until they Matriculate at any rate so that they can get the better jobs. I wrote to X's parents, asking one of them to come to see me.

His mother came, and explained that it was absolutely necessary that the boy should earn money at once. Some time back the father had been stricken with an incurable disease. Their savings had gone, and she herself had had to go out to work. By a great struggle she had been able to keep the boy in school until his examination was over, but she could do no more. She was herself obviously on the verge of a nervous breakdown. Her husband, poor devil, was very trying—so I read between the lines—and the strain and anxiety of looking after him and the house while earning a living and the hopelessness of it all, had almost smashed her up. "You know now," she added, "why my boy could not take any Sports tickets. I simply could not afford the money. I have to husband not only every shilling but also every penny now."

You can imagine my feelings. All I could do was to express, as well as I could, my sincere sorrow. She was very good about it, saying that she was quite sure that I would not have said a word to hurt her or her boy if I had had any inkling of the truth. I ventured to hint that the boy might have given me some idea how things really stood. Her answer to that was "Yes, he very nearly did. But we're a proud family. He and I believe in keeping our troubles and our poverty to ourselves as much as we can." The boy, when I saw him, forgave me as his mother had done, but I can never forgive myself.

I have said above that we are studiously moderate in our demands on parents. I feel very strongly that we Head Masters ought to limit our requests very rigidly. Fee-paying parents are probably the most ill-used section of the community, and the recent augmentation of school fees, which has been going on all over the country, has hit them hard. In some schools, particularly girls' schools, they are being constantly asked to subscribe to some cause or other. No doubt they are all good causes, which deserve support (every week I receive appeals which it hurts me to disregard). When the majority of the boys or girls are subscribing, parents hate to think that their children are out of it, and they contribute when they can ill afford to do so. And those who can least afford to contribute are always the most careful not to let the school authorities suspect any resentment on their part. As for the minority who do not subscribe, the experience which I have related shows how dangerous it is to bring any pressure to bear on them.

By the way, à propos of nothing, when did bare knees come in for young boys? The other day the School Doctor after examining a boy whose heart was not right, found that he often had rheumatic pains in his knees, and asked him whether he could not wear his stockings over his knees. The boy's obvious horror of such an unconventionality showed the impossibility of the suggestion, and the doctor at once altered his recommendation to long trousers, which the boy agreed to. It made me wonder when the present fashion came in—it cannot be very long ago—and it reminded me once more of the meaning of unconventionality of dress to boys. In pre-war days I knew a German who said that he hated his mother when he was a boy, and even in middle-age had been unable to get over the feeling. The reason was that his mother, who was very thrifty even for a German *hausfrau*, had insisted on making his clothes when he was at school, and the ridicule which they had incurred had embittered all his young days.

An inspection story, to wind up with. Only one of the inspectional team turned up at service, and he, being a dull fellow, never realised the reason why both masters and boys were singing with such fervour the hymn beginning:—

"Christian, dost thou see them
On the holy ground,
How the troops of Midian,
Prowl and prowl around."

Yours ever,

T.

TECHNIQUE AND ANARCHY.

BY S. F. JACKSON.

Why is there nothing that so inflames our dislike as what we take to be the shortcomings and errors of our immediate begetters; nothing that provokes our scorn more than the evidence of what seems to us their uncritical self-satisfaction; nothing quite so wrong-headed, so impossible, as their enthusiasms? It is difficult even to be well-disposed towards what is—in a historic sense—immediately past. The treasures of a passing age's pride are, to our impatience, so much debris that we must clear away before we build the mansions of our own time's spirit. And an age just passing is an unconscionable time in dying.

In school-keeping, which is the grain of education as we commonly use the word, and not something apart from it, the focus of this secular recrimination is class-teaching. At best, we feel we ought to agree, its function has been grossly abused and exaggerated out of all proportion. It exalts teaching and depresses learning. It is the root of all formalism. What little there is that may be taught and learned after this manner is peptonised and desiccated, without sap and human quality. And anyhow, persons cannot be taught *en masse* and persons are the only things teachable. To the most conservative and timid of us class-teaching has become suspect, sunk sadly into abasement and low price. To the anarchists among us it is a pestilential heresy. These, if they have all the boldness they assume, should go on to deny that there is such a thing as teaching at all.

When we turn the next corner of the long road, or feel ourselves on the next plane of the spiral ascent, it is possible that we may hear the vigorous complaint of our successors. They may remind us that in our petulance we forgot that teaching is at least a positive help to learning, and they will most certainly convict us of a lack of the sense of discipline and of failure to maintain the traditions of our craft. They will accuse us in turn. They will not even put it to our credit that we really did rediscover that in youth, if not in age, we are more than thought and intellect. To the philosophers among them that will be the very spring of our failing.

In other arts, indeed, we are beyond this point. The loss to our social heritage in the decay of the manual crafts, from the making of household furniture to agriculture, is realised and deplored. In the fine arts—in poetry, in music, in play-acting—we begin to hear after a period of *vers libre*, cacophony, "natural" but inaudible locution and tepid "business" a cry for some regard for the discipline of time-proven method.

The mere mention of teaching in the same breath as the fine arts will bring the sniff and the sneer from those who talk more widely than coherently of the arts being an addition to life and not a training for it. But this wholly irrelevant half-truth has sufficient prestige suggestion with it to be taken as bed-rock sanity by our anarchists. The educational use of the fine arts is not the issue, but whether there is an art, and a fine art, of teaching. And if there is, as we think there is, whether all its lore need be foregone because it is not the whole of life but is directed to quite sizeable ends and definite needs. The teacher cannot pretend that education is a life process, for he never means that when he thinks

professionally. He means his own efforts and work in schools.

The demur of the artist and critic is beside the point. What he means to imply is that knowledge and skill in the arts, of all of them, is developed daily by direct experience of and participation in the life they symbolise and prefigure. So far as is natural, so far as they can be, they should be taught early and developed continuously. The implied protest is against formalism, penury, and niggardliness, and the implicit plea for richness of experience. You cannot, for instance, teach music to the young without putting them in the way of a good deal of good music. The heartiest reiteration of modulator exercises and time and tune tests is a mere presumption. So of literature.

There is no argument here, however, against technique and method, but one for a better; nothing that argues the teacher away; simply the modest and inevitable conclusion that a teacher should know his subject and must have a certain genius to teach it well. A genius for teaching that is, not for music or literature. The jealous pedantry of the tutorial mind, where it exists, springs from a lack of relevant knowledge, not from a trained technique. This element of genius is present in every act that can be claimed in the name of humanity. It is released and released only in a trained and criticised practice.

GLEANINGS.

The Fog and the Fan (from "Reminiscences of a Student's Life," by Dr. Jane Harrison).

"One scientific friend, Francis Darwin, had lasting influence on me. Classics he regarded with a suspicious eye, but he was kind to me. One day he found me busy writing an article on the *Mystica Vannus Iacchi*. 'I must get it off to-night,' I said industriously. 'What is a *vannus*?' he asked. 'Oh, a "fan,"' I said; 'it was a mystical object used in ceremonies of initiation.' 'Yes, but Virgil says it is an agricultural implement. Have you ever seen one?' 'No,' I confessed. 'And you are writing about a thing you have never seen,' groaned my friend. 'Oh, you classical people!' It did not end there. He interviewed farmers—no result; he wrote to agricultural institutes abroad, and finally, in remote provincial France, unearthed a mystic 'fan' still in use, and had it dispatched to Cambridge. Luckily, he also found that his old gardener was perhaps the last man in England who could use the obsolete implement. On his lawn were to be seen a gathering of learned scholars trying, and failing, to winnow with the *vannus*. Its odd shape explained all its uses, mystic and otherwise. Three months later I dispatched a paper to the *Hellenic Journal* on what I had seen and did understand. It was a lifelong lesson to me. It was not quite all my fault. I had been reared in a school that thought it was more important to parse a word than to understand it. I had myself, as a student, eagerly asked why the *vannus* was mystic, and the answer had been: 'You have construed the passage correctly; that will do for the present.' And as the coach closed his book he remarked sadly, 'Bad sport in subjunctives to-day.'"

A NOTE ON TENNYSON.

BY GRAHAM GREENE.

Shall we ever solve this enigma, which was Tennyson? He comes to us first in a rattle of wheels along the Pyrenees, very young, very daring, very foolish, carrying despatches to a rebel general; while down in the South London friends of his, without his luck, stand up against a wall of sordid brick, before a Legitimist firing party.

Then through a gulf of years he struggles out, no longer young, no longer daring, and with a new somewhat despairing foolishness. He is the official poet, and he who was once attacked in the *Edinburgh Review* for his novelty and obscurity, turns himself on the coming poets. He had been driven from that "high field on the bushless Pike," whence he saw, "stretched wide and wild the waste enormous marsh," to die, like a broken-tempered dog, on the steps of the Albert Memorial. His early poems had been often too full of pain to read with comfort, his later found birth in the autograph albums of young girls.

But it would be too easy to draw one thick dividing line between the poet who wrote *Ulysses*, "Come, my friends, 'tis not too late to seek a newer world," and the poet who found his world in the narrow circle of a sentimentally laid out garden, with its passion flowers and lilies, and the heraldic lion at the gates. Miss Millay, in her lovely poem to Tennyson, "A Poet that Died Young," made that mistake:

"Minstrel, what is this to you:
That a man you never knew,
When your grave was far and green,
Sat and gossip'd with a queen?"

For the two Tennysons knew each other well, and in anthologising his poetry work must be taken from both periods. When he was young he wrote "Dora"; when he was old, "Crossing the Bar." And this is perhaps the true tragedy of Tennyson: he was never entirely bad, and the presence of these finer strands in the heaviest of his work must have signified a certain consciousness at moments of his fall. Even in "Dora" there are the lines:

" She bow'd down
And wept in secret; and the reapers reap'd,
And the sun fell, and all the land was dark";
in the "Idylls of the King," such lines as:
"Then with her milk white arms and shadowy hair
She made her face a darkness from the King,"
and Tristram's song in "The Last Tournament," and the great sinister vowels of

"But in the falling afternoon return'd
The huge Earl Doorm with plunder to the hall."

His later work, however, fine though it be at moments, shows a settling down, a willingness to compromise. Instead of that desire for "the baths of all the Western stars," he is ready to row out (with boatmen hired surely for the hour) to "Sweet Catullus's all-but-island, olive-silvery Sirmio," and at last, upon the topmast step of the Albert Memorial, he looks back on his youth's despair with a certain amusement and a certain very slight regret:

"I once half crazed for larger light
On broader zones beyond the foam,
But chaining fancy now at home
Among the quarried downs of white."

Yet even on the very wings of statement returns the doubt. We can say of Browning that he was an optimist, of Byron that he was an actor, but we cannot say of Tennyson that he was merely the comfortable Laureate. With his eternal mystery he eludes us still. I suppose poetry more than any other art is the expression of a mood. The painting of a picture takes time and presupposes a certain permanence of inspiration, but a poem is written in a matter of minutes. It is like a laugh, or it is like a cry. The emotions mount up until like a kettle they boil over. Poetry is the spilt water, painting is the pot upon the simmer. So at times in Tennyson's later poetry we pierce through the main mood of complacency, the Sirmio mood, back to that of the Vision of Sin. It is there even in "Maud," for outside the garden and its herbaceous border, lies "the dreadful hollow behind the little wood." These were moods, of which Tennyson himself was afraid, for he feared that they would be recognised by the public, whom he both venerated and ignored as was the fashion of the time. It is typical of him that the most uncomplacent poem of his old age, in which he described that fear, was complacently named "The Dead Prophet":

"She gabbled as she grop'd in the dead,
And all the people were pleased;
See what a little heart, she said,
And the liver is all diseased."

But perhaps the last word on his own success was written in the lovely fifty-ninth division of "In Memoriam":

"I wander'd from the noisy town,
I found a wood with thorny boughs:
I took the thorns to bind my brows,
I wore them like a civic crown."

After that it would be presumptuous to discuss further how deep or how shallow was that complacency of Tennyson.

Mr. S. G. Dunn has published an anthology of Tennyson (*Select Poems*: Oxford University Press. 2s. 6d. net), which is the real excuse for this note. For an anthology is a criticism in itself, and all that is left me is to compare my own views with those of Mr. Dunn. We agree well on the whole, though I should never have included "Dora," nor "Home they brought her warrior dead," to the exclusion of that exquisite song from the same poem, "Now sleeps the crimson petal, now the white." I should most certainly have included "The Vision of Sin," and in contrast "Crossing the Bar," while the experimental *alcaics* on Milton seem to me a poor substitute for the "Vergil."

Indeed, to me, Mr. Dunn, both in his introduction and in his choice of poems, lays too much emphasis on the balanced prose mind of Tennyson, the garden plots which approximate so dangerously at times to vegetable allotments, and leaves but a dim shadow on the horizon of that dark forest, which was also the poet's:

"Fill the can and fill the cup:
All the windy ways of men
Are but dust that rises up,
And is lightly laid again."

ART.

BY RUPERT LEE.

Some British Artists.

Jacob Epstein's bust of Joseph Conrad, now on view at the Lefèvre Galleries, comes to us, as all great work should, as something of a shock and a surprise. Why this should be so it is difficult to state. Perhaps we are shocked by the simplicity of the means and surprised at the intensity of the emotion. I would venture to say that the artist has never before established so fine a piece of portraiture as this bronze, in which the technique, suited only to this material, is the outcome of a passion rather than a response to the supposed principles of sculpture. It is hardly too much to say that Epstein has invented a technique, and if that is not true, at least in front of this portrait we are compelled to believe it is. It is akin to Rodin in principle, and illustrates some of his tenets better than he did himself, as for instance in its feeling for depth of the forms. The intense interest one naturally feels for so intriguing a character as Joseph Conrad would naturally tend to blind our judgment were it not that such a fact cuts both ways in that the presentation not satisfying our preconceptions we should be likely to ignore the proper beauties of the sculptured art. So it is the complete indifference to all forms not supporting the main plastic intention makes it a work more valuable for what it makes us think than for what it is.

In its convincing maturity this work stands somewhat apart in an exhibition of sculpture, painting and pottery claimed to be a "composite exhibition" of the various modern groups of English artists. Composite it may be, but representative it is not; and why Mr. Konody should think it is more welcome because it "hangs in galleries hitherto devoted mainly to French art" it is difficult to understand. Is this part of the "Britain for the British" movement? As a matter of fact, Mr. Konody's preface, with its comic assertions that this man's reputation has "spread" to France, that that man is a "pillar of the London group," and that Gainsborough would have "understood" and "liked" the work of Paul Nash and Ethelbert White, is quite all right as long as one believes that the ignorant deserve to be misled and the wise won't be.

Mr. Dobson's bronze head has very many fine qualities, and among not the least of these is its certainty of plastic intention. It loves itself and asks our affection too. It is at the same time reserved and dignified in its simplicity of design and its quiet insistence on the quality of roundness. We hear much of "sculptor's" drawing; in Mr. Fergusson's plaster models we have an example of painter's sculpture. His Maya-like stone plinth is at least pretty, and nicely suited to the material. There are also very interesting paintings by Therèse Lessore, Edward Wolfe, M. Watson Williams, and an arresting drawing by Paul Nash. On the whole, nevertheless, one's feeling is one of disappointment. The exhibition might, in consideration of its intention, have been more representative. It has the air of being too hastily got together, and after all one must admit the necessity of a process of filtration.

MUSIC IN SCHOOL.

BY J. T. BAVIN.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

As we listen to the gramophone a chance remark such as "I can hear somebody singing" will immediately set the little minds on the alert. The child hears, too, and with us takes the first steps towards intelligent listening—the mind at work with the ear. "Does it sound like father or mother?" If mother is there she can sing too, Daddy also; and so the child become conscious of the difference in men's and women's voices, high and low: if neither is available, the gramophone will help, for many of the rhymes are sung by alternate voices—"Oranges and Lemons," "Three Blind Mice," "Jack and Jill," "Ding Dong Bell," etc.

Then there are other things to be found by listening. At the beginning of the second side of this record is "Little Bo-peep." At its start you will probably have the information volunteered "I can hear baa-lambs." When it finishes you can follow up with a question as to when the "baa" was heard. It is rather remarkable how even grown-ups will say, "At the beginning." Could we hear it when somebody was singing? "No," will be the answer of many. Play the tune again and let them listen once more; at once they will discover that the baa-ing continues all through the singing. The reason they did not hear it at first was because their attention was given to the most important thing—the voice part—and so they missed the rest.

This record also makes it easy to talk about instruments, a piano, a band, or an orchestra. Play the introduction to "Boys and Girls," or "Little Bo-peep"—the first tunes on each side of the record. Does it sound like a piano? Can they tell any instrument they hear? Many times the answer to me has been "the whistle pipe." "Yes, a kind of whistle pipe," and I show them a picture of the piccolo and its father, the flute. It is made of wood—their whistle pipe is made of tin. They blow into the end of their whistle-pipe—we blow across a hole in the flute as we blow across a key which we want to whistle. In both the whistle-pipe and the flute we cover or uncover other holes with our fingers: but on the flute there are more holes than we have fingers, and so there are little keys to cover some of the holes. Later on we shall hear some records which show the piccolo and the flute; perhaps even now we may take the record of orchestral instruments (Columbia 3198) and listen to the two instruments alone, and perhaps also compare their sound with the violin, which is on the same record. Other answers to my last question very often are "fiddles," "cornet," and sometimes "piano." By listening to a piano record we find out whether the latter is correct. The time is now ripe for a first talk about a band or orchestra. Pictures of various instruments may be shown, but no details given; a general outline of the idea is enough for a start. And, better still, let them play at bands, and thus the word will become familiar to them and more interest aroused. A toy trumpet, a drum, a triangle, even a bunch of keys to rattle, and the endless other instruments which will spring to the imaginative mind.

BLUE BOOK SUMMARY.

Grant Regulations No. 8 ("The Code").

Amending Regulations No. 2, 1924, have now become statutory with an important alteration in the draft as issued on July 24th, 1924. Article 45 (b) remains as amended, but in Schedule IV the added paragraph 2a now reads: "When the average attendance of a school or department for any week has fallen below 60 per cent. of the number of children on the registers, and the Local Education Authority are satisfied by a certificate from the School Medical Officer that the fall in attendance to so low a percentage may reasonably be attributed to the prevalence of epidemic illness in the district, the meetings and attendances for that week need not be reckoned in calculating the average attendance for the purpose of the Board's grant. *The total number of meetings and attendances thus disregarded should be specially indicated in the Class Register by means of a note.*" Rule 23—Exception 2', and appropriate entries should be made in the Summary Register to show any weeks omitted for the purpose of Schedule iv, 29. Particulars of the circumstances must also be entered in the Log Book." (The italicised words showing the alterations made in the July draft.) Circular 1348 commenting on the new Statutory R. and O. 1925, No. 2 (as it now becomes) adds a paragraph for the behoof of L.E.A.'s, Head Teachers and S.M.O.'s, and points out that the Regulations come into operation as from July 24th last. (The Board says "will come"!) Authorities who have maintained the practice of closing schools during epidemics will have done so under the previously existing arrangements, which are to apply up to the date of the confirmation of the Amending Regulations—presumably January 1st. The Memorandum on closure of schools referred to in Circular 1337 is to be issued.

Circular 1349. Special Schools for Defectives.

This comes from the Medical Branch of the Board of Education, and particularly concerns Local Education Authorities who have not taken to heart Section VI of Sir George Newman's Report for 1923, in which he deals very thoroughly with the administrative problem created by the existence of the defective child. In England and Wales, the Circular tells us, there are at least 150,000 blind, deaf, physically and mentally defective and epileptic children, of whom not more than about 41,000 are provided for in special schools. The process of making provision for these others falls into two divisions: (1) the ascertainment of the children; (2) the establishment of the schools. The Board intends to get the first stage of the process attended to at once, and two sentences make it clear that Authorities must take their responsibilities in this business much more seriously than some of them have hitherto done. The blind and the deaf should be their first concern and "the Board will not be prepared much longer to regard any Authority as reasonably complying with the Education Act, 1921, unless all blind and deaf children in the area are properly ascertained and provided for." In the case of mentally defective children, too, certain steps are to be taken at once and "nothing less can be regarded, even temporarily, as a tolerable compliance with the Act." Authorities will be asked in three months time on what lines they are moving and what progress they have made.

Circular 1350. The Organisation of P.E. Schools.

There was given in this column last October a review of various circulars dealing with the Building Regulations (G.R. No. 35) and the last circular from the Board was No. 1339 of September 2nd. The present, dated January 28, contains some "suggestions for the consideration of L.E.A.'s" on "Advanced Instruction," "the Age for Division," and "Junior and Senior Departments." The Board is strongly in favour of separate departments for senior boys and senior girls where such an organisation is practicable. These suggestions call for a larger notice than can be given this month, but as they will be printed with the Building Regulations as an "Appendix I" an opportunity will probably present itself later. The Circular makes a reference to Amending Regulations No. 1, 1925. We have either missed these or 1925 should be 1924 (August 27 last); for the moment we cannot trace anything later.

Grant Regulations No. 18. (Training of Teachers.)

Amendment No. 3, 1924, now becomes Amendment No. 4 of 1925. That was a provisional rule under Section 2 of the Rules Publication Act, 1893, issued as a matter of urgency. This

follows the more orderly procedure under Section 1 and the temporary measure of November, 1924, having served its purpose, ceases to have any effect. As the addition to Article 29 (c) of the Training of Teachers Regulations, 1922, was set out in the January issue of the "E.O." there is no need to repeat it here. We still await the Departmental Committee's report on the subject—so that the desirability of postponing the date of "the promise or undertaking" would seem to exist yet.

More Short Courses.

Two short courses of Instruction for Teachers of Mentally Defective Children are to be held during this year—at Sheffield from April 20th to May 9th, and in London from July 3rd to July 23rd. Full particulars are given in Form 105d U. They are being organised by Miss Evelyn Fox, hon. secretary of the Central Association for Mental Welfare, 24, Buckingham Palace Road, to whom letters about the courses should be addressed. The London course is intended for more experienced teachers. Application for either course must be made on Form 106 U, to be obtained from the Board, and sent on to Miss Fox. The Sheffield forms should have been sent in before February 28th. The London course forms must be returned before May 4th.

For Teachers in Secondary Schools.

In case any reader has not yet seen Form 105 U, he should get a copy at once, and also 106 U. (from their Head), which is a form of application, and return it to the Secretary of the Board before March 12th, 1925. The proposed courses are as follows: *Oxford*—English, History, Latin, Mathematics, and Chemistry; *Cambridge*—English, History, Scripture, French, Mathematics, Glass Manipulation for Science Teachers, Laboratory Arts (men only), and Arts and Crafts; *Eastbourne*—Physical Education (men only); *Kew*—Botany; *London*—Music and Physics; and *Rugby*—Physics. An additional course is also under consideration for Teachers in Rural Schools. Form 105 U. gives a very full programme for each course, and both offer tempting opportunities for a fortnight in August of combined work and pleasure.

Lord Eustace Percy at Leicester.

Speaking at Leicester last month, the President of the Board of Education said there were two great dangers which faced the future of education. One was that people would regard education as a matter for experts. What they had to do was to get the ordinary man and woman to form definite opinions on education. The expert, as a great Irishman had said, should be "on tap, but not on top." The other danger was that schools would be used for teaching, not the love of knowledge, but propaganda. The duty of the teacher was to teach knowledge and the love of knowledge, and nothing else at all.

Architecture.

The Faculty of Architecture of the British School at Rome has selected the following candidates to compete in the final competition for the Rome and Henry Jarvis Scholarships of 1925: F. N. Astbury (Liverpool), R. W. Briggs, B.A., A.R.I.B.A. (Manchester), G. A. Butling (Liverpool), Irene J. Macfadyen (Architectural Association), C. A. Minoprio, B.Arch. (Liverpool), Elsie Rogers, B.A. (Manchester), W. F. Scarlett, B.A. (London), H. G. C. Spencely (Liverpool), R. J. Willis, M.A., A.R.I.B.A. (Manchester). The designs submitted in the Preliminary Competition of 1925 are to be exhibited at the Royal Academy Galleries from March 6 to 14.

"Four Pages from the History of English Education."

Under this title, Sir Robert Blair will give four lectures to teachers at King's College, Strand, W.C. 2, on Thursdays, at 6 p.m., beginning 5th March. The fee for London and Middlesex teachers will be 4s., and for others 6s.; tickets of admission may be obtained from the Education Officer, The County Hall, S.E. 1. The "four pages" deal with 1833, 1870, 1902-3, and 1918. Sir Robert Blair's twenty-years' experience as education officer for London has led him to think that "the pace of the twentieth century induces us to believe that we belong to it only and that we need merely confine our care to the things of our own day." He will show, however, that our educational system has its roots deep in the past and cannot be understood without knowledge of the past.

SCHOOLCRAFT.

FAIRIES IN THE JUNIOR SCHOOL.

BY MARY JACOB, Headmistress, Trent Bridge School, Nottingham.

The extracts quoted in this article were taken from the answers to a questionnaire set to girls aged 9-14, in a large Girls' Elementary School. Many of these children came from the homes of the unemployed and were not any too well clothed or fed, and it was amongst these that the charm of fairies was the least felt. In the daily struggle for existence the fairy lands forlorn seemed to have left the dark spaces of their little brains to go to gentler brighter climes.

The little girl of ten who wrote the following extract was one of a large family. Her father was "out of work" and her mother was very delicate and constantly ill from the strain of the daily struggle to keep the children fed and clothed. "When I was young I believed in fairies. I do not believe in fairies now. In fairy tale books the writers only put about fairies to make the children happy."

One could breathe a sigh of regret over the young child of nine who wishes she could believe in fairies, but cannot do so. We feel sorry when the door shuts on that magical land; it seems to dispel some of the poetry and mystery of child life. "I wish I could believe in fairies; but I cannot do so. One day in summer I got some soap in a mug and then I blew a bubble. But a fairy didn't come—and when they burst one didn't come out. I have looked in lots of places but all in vain. I have seen dragon-flies but no fairies were riding on them."

The little author of eleven who penned the following extract is to be envied, for she will escape from the sense of loneliness which so often besets mankind. She lives in a world peopled with fairy trees, flowers, animals, and birds. "Fairies are lovely beings who spend their time in doing lovely things. They hang dewdrops on the trees, and in autumn paint the leaves with delicious colours. There is a fairy on each bee and butterfly to see that they do their work properly and do not waste any time. Elves mend the broken wings of birds and tend the torn petals of flowers. Fairies mostly take the part of the mothers and the elves the fathers. I believe in fairies because in winter time there are small footmarks to be seen in the snow in the fields."

The following short passage taken from a child's little essay (aged ten) has charm and colour. We, the elder ones, cannot but breathe a sigh of regret when the tender fragrance of romance has passed from us. "I think that fairies dwell in the eyes that twinkle and in dimpled cheeks."

And another: "Fairies are not beings but thoughts—happy and good thoughts. I think this, because if a good thought enters my head a tiny voice seems to whisper it to me."

A young girl of eleven firmly believes in fairies and feels sure that she will one day see one. She has some pretty ideas which she expresses in a charmingly fresh manner: "Fairies who guide the sailors over the sea live in shells on the sea shore. I like to imagine that the stars are fairies who are holding a meeting in the sky."

The fantastical, fresh, and quaint outlook of this little child is quite charming. "I love fairies, they sing and

dance to the music of the wind. They make merry down leafy lanes where golden apple trees bow their heads for their apples to be plucked. Fairies can make a harebell ring, ride on a butterfly, and swing on a cobweb."

It is very amusing to read the vindication of fairies from the pen of an author ten years of age. She ranges herself on the side of the fairies and really defends her cause extremely well. "I believe in fairies. Some people say they don't because they have never seen one. No one has ever seen God, but they still believe in Him. There are also many other beautiful things in the world which are invisible but true. Fairies live in the Underworld, human beings in the Middle World, and God in the High World, called Heaven."

An observant little girl of nine years old—tremendously—even frighteningly alive—writes the following: "The reason I believe in fairies is because they bring sleepy dust round at night and put it in your eyes. So you are able to sleep. Sometimes the goblins get the sleepy dust and put in the eyes of people in Church. So that is the reason you see people asleep at the wrong time."

Several young people accuse Santa Claus of having dispelled their illusions about fairies. They say that when they found out that he was not really a fairy but a grown-up person, they could never believe in fairies again. One rather quaint idea was written by a thoughtful little author: "Fairies go to the Garden of Eden and gather fruit and honey and make wine from grapes. Eden was planted in the moon by angels when God turned Adam and Eve away."

We have reserved the extract written by a child of twelve for the last. For quaint thoughtfulness and originality, we consider it to be the gem of this collection: "I do not believe in fairies. They only exist in my imagination. My reasons for this are because they are not mentioned in the Bible. They are not spoken of in the Creation of the World, neither do we read of Noah taking a pair of them in the Ark."

These little extracts, if for no other useful purpose, serve to throw light upon the ideals, and give an insight into the mental attitude of the young child, who is the nucleus of the coming generation. The best of them have a charm of their own, and breathe a fragrant and a joyous atmosphere, which it will be difficult for the drab routine of the workaday world to stifle.

Certain it is that whether the fairy is believed in or not, the *Fairy Story* remains loved and adored—for children of all generations have marked it for their own. They revel in the quaint pictorial presentments with fresh and spontaneous splashes of colour, so freely supplied in the various annuals and fairy tale gift books. These fantastic illustrations allure and delight them. Fairyland is found beyond the sky and underneath the sea at command. It is also even at the door, or at the "bottom of the garden," in trees, flowers, rivers, ponds and rippling brooks. Many of these fairy stories have been sanctioned by generations of joyous young people, and are sealed with their authority and approval.

ON DOING TOO MUCH FOR CHILDREN.

Quot homines, tot sententiæ—which is to say that what the parent thinks on this subject may *not* be what the other person thinks, nor perhaps what the child does either !

Everybody loves to be popular, and I verily believe that is why so much is done for that most appreciative little animal, the child. Who could resist the temptation to be the All Powerful just for once, when the cost is so small, the occasion so apropos ?

We may magnificently groan over the iniquities of the Edgeworths, the relentless Guy's and Mangnall's questions, we may pride ourselves on "at least knowing better than *that*," but where, in the name of Gargantua, or Emile or little Paul Dombey, *have we got?* Perhaps Squeers would hint at it, with his "w-i-n-d-e-r, winder—now go and *clean* it," or my pupil of 14 who can do first rate bookbinding (learnt in school) but cannot read, and explains this (kindly) by the fact that "the class is so large they cannot teach everybody. . . ."

Well, can we do too much for children? I think if we do, they are so much wiser than we that they ignore our foolish tricks and find the way out for themselves.

And they are very kind to us always, for they know we cannot help ourselves. They were born needing us and we try to defer the day when they no longer find the solution of every riddle either with Mum or Dad, or the Other.

So the psychology is clear and we can get forward to the theme.

Here now, is an elaborate scheme for providing "every child of school age" with appropriate and fascinating occupation, to be pursued at his own sweet will. Good. So far countless hours (at from six to eight pounds per week !) the All Powerful cuts up bits of paper, inks them, searches out match boxes galore, inks *them*; adds a bead or two, perhaps a button or so . . . and having done so much leaves the child to wrestle with the result. One of two things happens—generally. A blasé child looks with resigned disgust on the "apparatus" twiddles with it in a bored fashion; gets it finished ('tisn't always *right* of course !) and then gets out a long cherished scheme of his own (playing bricks, mostly).

Or, the amazed and delighted infant looks long and contentedly at the spread glories, and then (winking, metaphorically, the other eye) looks pathetic and cries for immediate succour. If the "class" be large there is a delicious interval when he can see what other people are at, offer advice and be generally useful.

Who did too much, then? It would be vastly entertaining, I vow, really to discover *that*.

You can do too much for children yourselves, O wise parents.

Who ran to catch me when I fell? Who gives the toys that speak and walk and run alone? Who finds the books that answer every question and leave the ignorant parent in peace? Who, as a consequence, must spend purses full and packed hours in entertainments to get the natural ascendancy again? And what's the result? "Say, Chris! d'you think Dad and Mum would mind letting us play without them for once? They take *all* the best parts."

Yes, wherever one turns the choice of countless activities appals.

Once it was enough to study the Three R's when one was at school. Sometimes the Humanities were added, of course. And one *worked*. Now? Oh, well . . . There are faddists everywhere; one has to bear 'em somehow. There are plays, and playways (of *learning*, mark you!). There are "appreciation periods," tit-bits of art, of literature, of music. There are rooms for this, and rooms for that; you may learn how to make your clothes, how to bind your books, how to clean your teeth, how to feed your children: more—you may learn how to speak in Parliament or rule a country. You may range over all activity that man has made his own in the short period you are a child. It is given you—it is thrown before you—you have but to choose. (And how often does that very freedom of choice itself deter and burden! Witness that involuntary cry of appeal from one badgered infant driven desperate by choice so vast: "Oh, if only you'd *tell* me what to do for *once*"). You have but to select at your leisure from all before you. Ah, yes! But there is one thing you have not offered us—leisure. Leisure to *be* children, if for but one glorious, ignorant, absolutely foolish moment only! Then we would put our hands in yours, look up with shining eyes and own you grown up and really wise.

THE RELATIONS OF GEOGRAPHY AND HISTORY: H. B. George. (Oxford: The Clarendon Press. 5s. net.)

This new edition of the late H. B. George's volume, first published over twenty years ago, has been brought up to date with additions in the text by its editor, Mr. O. J. R. Howarth, and an additional chapter on "The New Europe" by Mr. C. B. Fawcett.

No better short work on this very wide subject has ever been produced. Beginning with the more general side, with the divisions of the early nomad tribes, the first settlements, and the gradual specialisation in modes of life, the author passes on to sea power and the importance of geography in war, from which he proceeds to a more exact account of the principal European countries and to India and America.

The work of the editor has on the whole been carried out very tactfully, adding facts which have occurred since the author's death, and not theories or modifications of his own. We wish, however, in the chapter on war he had added more than a mere passing reference to the late struggle, which has thrown, especially in the Eastern theatres, a very strong light on the importance of more than a mere superficial knowledge of geography. The most complete victory in the whole war was won by Hindenburg, because he had a specialist's knowledge of the physical peculiarities of East Prussia.

H.G.G.

NORTH AMERICA: Ll. Rodwell Jones and P. W. Bryan. (Methuen. 21s.)

Mr. Jones, Cassell Lecturer in Economic Geography in the University of London, and Dr. Bryan of Leicester University College, have combined to produce an important work on North America which will be welcomed by all advanced students. We have no hesitation in recommending it as the best single text book on North America. It stresses the human and economic sides and connects these with the physical environment in a way that will delight all those who wish to see geography far removed from a thing of "shreds and patches." Its style is lucid and there are over a hundred maps and diagrams of the kind that help to tell the story.

One cannot expect a book of this size to avoid some mention of geological facts, but the geology is not too prominent and what there is is really necessary in view of the writers' method of treatment. Altogether a sane, useful, and thoughtful contribution to geographical literature.

E.Y.

LATIN IN SECONDARY SCHOOLS.

BY R. S. LANG.

The theory of the teaching of Latin has often been discussed. Its application in the regular classical schools has frequently received attention. But the problem of its teaching in the newer secondary schools has attracted little notice. Yet perhaps it is here that discussion is most wanted. The Government Committee enquiring into the position of classics recognised the importance of these schools and the precarious position held in them by the classical subjects. Further, it is here that the problem what to teach, how to teach, what to omit, what to impress, is perhaps the most insistent of all. It is certain that Latin will maintain its position here only if the candidates can be prepared for their examination with definite hopes of success. However much we may deplore the fact, we cannot expect boys to pursue (or their parents permit them to pursue) a study where the chance of success is slight.

The problem is of considerable difficulty and one hardly (if ever) tackled in the usual books on the subject. It is how to coach pupils in a space of three years so that they may be able to translate Latin Unseens of matriculation standard, translate sentences into Latin, have a good knowledge of grammar, and some acquaintance with scansion. This, perhaps, would not be difficult if there were a liberal allowance of time. But the curriculum is crowded with other subjects and the usual time allotted consists of four 45 min. lesson periods (plus two half-hour homework periods) during the first two years, and five lesson plus three homework periods during the third year—a theoretical maximum of about 450 hours.

It is regrettable that no authoritative scheme of work has been suggested for masters and pupils working under such conditions.

The traditional method is obviously unsatisfactory. Its defenders recommend that unseens should be begun in the fourth year (even when the time allowance for the first three years is far more liberal than in these schools) whereas the pupils under consideration by the end of the third year have to be able to translate unseens in a matriculation examination.

In a course of lectures delivered (and since published) by a successful teacher of a successful school, emphasis is laid upon the necessity of slow, steady progress, and the "mad rush" to Cæsar is strongly deprecated. A similar caution is entered by the Government Committee. If only time permitted! But what is to be done when pupils have to be ready to translate at sight Cæsar, Livy, Virgil or Ovid in three years?

An alternative solution is the use of the "Direct Method." But this too seems to be unsatisfactory in these conditions and is not recommended by the committee. It does not seem to be claimed even by champions of this method that the required facility in reading and translation can be obtained within three years. But many of the tactics of the "Direct Methodists" are acceptable even if their strategy be rejected.

The traditional method fails because it is so slow. If we adopt the lectures above mentioned as a represen-

tative of this method, hardly any words will be learned in the first two years unless they are used in English-Latin translation as well as in Latin-English. The thoroughness of the knowledge of vocabulary, syntax and accidence thus acquired, cannot be doubted, and experience shows that the better boys at any rate enjoy this method and delight in the sense of progress that it gives. But many of the pupils soon get bored, and if asked to explain their lack of interest, will point to the futility of perpetually translating disconnected sentences. They might like to read that Æneas fled from Troy—they see no point in expressing it in Latin.

The usual first readers are either uninteresting in subject matter to boys of this age (13) or require a knowledge of accidence they have not attained.

Yet it is in these years that the required acceleration must be effected in the rate of learning. Otherwise the standard cannot possibly be reached in the third year, at any rate by the average boy. Surely it is not essential that the pupil should become acquainted only with the words he can use correctly in English-Latin translation? His French vocabulary is not built on these lines, neither, of course, is his English. He can recognise many words that he himself could not use, or his reading would be very restricted. This is true also of his Latin vocabulary in later years. There seems to be no reason why it should not be true of the earlier years also.

What appears to be required is a "nodding acquaintance" so to speak, with a large number of words and an intimate knowledge of the more common. This extended vocabulary is easily acquired in French owing to the comparative facility with which that language can be read. Attention can be focussed on the vocabulary.

But the inflexions in Latin make this course difficult. The difficulty however is not insuperable. It could be overcome by the use of word for word translations, by resort to a "crib." But these methods (undoubtedly successful when an able pupil has to cram for an examination) besides being of doubtful educational value are apt to defeat their own objects. The original may be forgotten by many (especially by the poorer pupils) and only the translation retained.

Another and much more successful device is the one adopted in at least one new reader (or "Course") following the methods used in modern language teaching. A Latin text is printed, and underneath on the same page the new word is parsed and explained. Even so most pupils find difficulty in reading the text, but once it is elucidated, a permanent record exists for the future guidance of the pupil. It is surprising how interested the pupils are in the connected story and how rapidly they acquire a vocabulary (especially if the text is read and re-read by the whole class) well enough, at any rate, for recognising the Latin word at its next appearance.

In the course the writer uses, the grammar for every section is collected at the end, and a system of tests added. Some of the tests are excellent. They give much scope for oral teaching; and the conversion of singular words into plural, the insertion of suitable words in sentences are interesting (and successful) ways of

teaching the accidence. The sentences, however, are less satisfactory. They are almost always too difficult (except when they may be rendered by the unaltered text). There are, too, difficulties in the setting out of the grammar.

But these courses indicate a way of solving the problem of Latin in the secondary schools.

For strengthening the knowledge of grammar and for translating English into Latin, one of the "older" courses had better be used. They are, too, more interesting, by way of change when used with the other reader, and as at the beginning they are easier, they are sometimes even preferred by weaker boys who otherwise would have been bored by them. It is, of course, not necessary to give as much time to the book as when it is the only text used. The Latin-English may all be done orally and many of the English-Latin exercises, although some must be written and learnt thoroughly.

These books will take up most of the first two years. Cæsar, Ovid, and Virgil must be tackled at once in the third year (if they have not been begun before). They will be found difficult. But the pupils will have quite a fair vocabulary and some idea of a connected piece of Latin and on such a foundation much may be built in a year.

This seems to be the only "strategy" that bids fair to solve the problem of Latin teaching in the secondary school. The question of "tactics" suggests another study.

HISTOIRE ILLUSTRÉE DE LA LITTÉRATURE FRANÇAISE: by Abry, Audic, Crouzet. (Harrap. 6s. 6d.)

The present generation is indeed well served in the matter of histories of French literature. The above is the third that has been brought to the writer's notice within the last eighteen months. Each of these works has its own special feature, and undoubtedly that of the one under review is to be found in the illustrations. There are over 300, and they are all authentic ones. Many have never appeared before in a book, and all are contemporary with the works they illustrate. This addition to such a work is indeed a unique and invaluable feature, for what better means exist to help the reader to visualise the setting and atmosphere of a picture painted in words?

The authors deal with their subject under the following main headings: "Moyen Âge, 16e, 17e, 18e, 19e Siècle." Each of these periods is subdivided into chapters or sections, giving a general survey of the century, the principal literary movements, and then, in detail, the life, character, literary theories and works of each author. A brief summary under "Conclusion" indicates the writer's influence and importance in his period. Such then is the arrangement of this model of what a book on literature should be; a book to lighten the labours of every teacher, and to stimulate the interest of every student in this engrossing subject.

P.L.R.

SECOND YEAR FRENCH FOR ADULTS: H. D. Hargreaves. (Harrap. 2s.)

A sequel to the author's "First Year French for Adults" is to be found in this volume. In order to help those who have attained the same standard of proficiency in the language, but by other methods, a summary of the grammar dealt with in the earlier book is given. The subject matter is based on a visit to France, and on incidents which arise during the trip. One of the twenty-six sections that comprise the book gives a few general hints on the writing of French, and another deals with the imperative and subjunctive moods. The exercises which follow each section make use of the grammar covered in "First Year French," as well as of fresh points explained in the marginal notes of the new edition. By gilding the pill in this manner the author hopes to avoid the tediousness of formal grammar. A table of the regular conjugations, a list of irregular verbs, and a French-English and English-French vocabulary are also included.

P.L.R.

SCHOOLS FOR ALL CLASSES.

BY MARCELLA WHITAKER.

In spite of the State's care for things educational, private schools still flourish, and there are still many people who shudder at the idea of sending their children to the ordinary elementary schools. Of course it is easy to say these people are snobbish, or that they think themselves too good for that kind of thing. In many cases it is nothing of the kind. They know well that their children do no better for their expensive early training, that they miss much that poorer children gain, and yet, they hesitate to take advantage of the so-called free education.

In some districts children of all classes attend the same school in the early stages, in the infants' school, with benefits to all concerned.

There are many reasons why this is not more general, but few of those point to defects in the schools themselves, or in the educational side of the work.

In the first place, wherever children are herded together there is always the danger of dirt, not just "clean dirt" that a bit of soap and water will remove before bedtime, but the dreadful disease-bearing dirt of which some people still think lightly. Let one child from a well-to-do home once carry home anything of this kind, and her attendance will cease at the elementary school. And can you wonder?

One well-to-do mother, who was a great believer in the good work done by our elementary schools, had to take her little child to the doctor. To her horror the doctor diagnosed the complaint as one of those notorious "dirt diseases"!

These things will happen: there is no one to blame; but some must suffer for the carelessness or ignorance of a few. The same applies to poor but careful parents, only they cannot retaliate by putting their children elsewhere, where they mingle only with their peers.

Curiously enough these very well-cared-for children nearly always have a mania for attaching themselves to the dirtiest little ones they can find. Time after time they will do so. Perhaps it is an expression of pity, but the consequences are very serious sometimes. In class the children can be arranged so that like meets like. In well-favoured schools tables and chairs are provided and personal contact is unnecessary, but even where dual desks are used there is no risk as long as lessons continue. But when games-time comes, or when the children are playing freely, or returning home, then infection of various kinds strays abroad.

The schools are not to blame, but this persistence of dirt is a more important social problem than is generally realised. If the law would allow the isolated offenders to be dealt with in a summary manner at first, it would be good for all. But, as long as the children are well-nourished, there can be no charge of cruelty and little real improvement is made.

Personally, I have been very fortunate in my schools, but the horror of the whole thing is afflicting all social and welfare workers continually; and, as soon as the matter is once put right for one child, the same family begins drifting on the downward path again. Were this put right, many more well-to-do children would obtain their early education in our State infants' schools.

EDUCATION ABROAD.

Education and Nationalism in Java.

The nationalistic renaissance which is so remarkable and significant a feature of the life of the peoples both of the Near and of the Far East is affecting the island of Java, the seat of the central government of the Dutch East Indies. The population (now over 34,000,000) is dense, and has almost quadrupled itself since 1850. The nationalist revival has not yet taken the form of any outspoken demand for independence (as in the case of the Philippine Islands, to the north-east), but the oldest existing Javanese political association, which has as one of the principal items in its programme the revivifying of Javanese culture, has gone so far as to decide to send out to British India a delegation to study on the spot the Hindu civilisation which has left such deep traces in Javanese life, and to seek contact with the Nationalist movement in British India and especially with Rabindranath Tagore.

Eastern as well as western education budgets have had to face "the axe," and in Java these "cuts" have had a disastrous effect on native instruction. Nevertheless this fact is perhaps stimulating rather than damping down the aspirations of the people. Many of the Javanese leaders, in fact, are not at all content with the educational methods brought in and carried out by westerners. What they desire is a system supplying all the knowledge necessary for a man in the world of to-day *but* imbued by the spirit of nationalism. Various experiments are actually being tried along this line. The idea is to create a school after their own heart and to train the child according to their own ideals.

The awakening of the spirit of nationalism expresses itself in many ways, all these ways being associated more or less with education in some form or another. The Javanese people are the guardians of an ancient and rich history, and there are various groups striving to revive and resuscitate the former culture. One society tries by means of the co-operation of Javanese and Europeans to gather material and to stimulate the renaissance of different arts and crafts. Congresses are held at which fine demonstrations are given of the artistic capacities of the natives.

The great bulk of the people are nominally Moslem, but Mohammedanism and Paganism are inextricably mixed. Yet even among the Moslems an organisation has come into existence with the definite object of spreading religious education among the masses of the people. This particular society concentrates mainly on education and literature.

The Sarikat Islam, the largest single organisation of the nationalistic movement, encourages political, economic and nationalist aspirations. Members of the aristocracy, as well as western-educated men, join in these nationalist endeavours after the revivification of ancient native culture; the latter find in this way an opportunity of expressing their self-consciousness as members of a race with a civilisation peculiar to itself.

Whether all these movements will coalesce into one great irresistible flood remains to be seen, but it is significant that in each and in all the place of education in some form or another is recognised.

Every form of religious belief is free in Java, but proselytising is strictly forbidden. The people are brown in colour, with high cheek-bones and thick lips. Trade in the island is largely in the hands of Arabs and Chinese, the natives being chiefly employed in agriculture. The climate is hot and enervating on the coast, but more pleasant and more healthy on the hills inland. Of the forty-three volcanoes, a few are still active. One-fifth of the island is covered with forest. The minerals include petroleum, coal, salt and sulphur, and amongst the exports are sugar, tea, coffee, tobacco, cinchona, quinine, teak and hides. After being in Dutch possession for 200 years, Java was incorporated in the French Empire during the Napoleonic wars. The island was occupied by the British from 1811 to 1817, when it was restored to the Netherlands.

HENRY J. COWELL.

Commonwealth Fund Fellowships.

Professor Max Farrand, of Yale University, who is Adviser in Education to the Commonwealth Fund, arrived in London on January 24th to present to the University authorities in this country a plan for the establishment by the Commonwealth Fund of certain Fellowships for British graduates in American Universities.

The plan finally adopted sets up a Committee of Award, of which H.R.H. the Prince of Wales has graciously consented to act as honorary chairman. Offices have been taken at 50, Russell Square, in a building which already houses the Universities Bureau of the British Empire and the British Division of the American University Union, and enquiries about Fellowships should be addressed to the Secretary, The Commonwealth Fund Fellowships, at that address.

Twenty Fellows are to be appointed annually for an indefinite period, beginning this year, and each Fellowship will be tenable for two years. It is expected, therefore, that three years from now there will be at least forty holders of Commonwealth Fund Fellowships in the United States, and since a small number may be allowed to retain their Fellowships for a third year there may be a slightly greater number. The value of each Fellowship will be about £600, an allowance which provides amply for living expenses, tuition, travel to and from the United States, and at least three months' travel in the United States during the first summer of tenure. Indeed, travel within the United States is a requirement.

The Fellowships are offered to British subjects who are domiciled in England, Scotland, Wales and Ireland, and are graduates of and are nominated by recognised Universities therein. The candidates may be either men or women, must be unmarried, and not more than thirty years of age. The Fellowships are tenable in the twenty-six Universities which were members of the Association of American Universities on January 1st, 1925. It is intended that the Fellows shall be distributed geographically over the whole of the United States, and therefore not more than three Fellows may go to any one institution in any one year.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Although Sir James Yoxall had retired from the service of the National Union of Teachers his death created a profound impression in their ranks. He had been so great a figure in the world of education for so long a time that his passing came as a stunning blow. No man had so long and so consistently been the friend and adviser of teachers in every grade of school. No man had been so trusted by administrators, central and local. No man had wielded so powerful an influence in the direction of education progress. It was therefore inevitable that his death should evoke so many tributes to his worth. They came from everywhere—from teachers and from every department of the national service of education. He will ever be remembered as the great apostle of the children's claim to a nation's consideration and as the greatest of a band of workers for raising the status of the children's teacher.

The Arbitration.

The proceedings of the Burnham Arbitration Court have now come to an end so far as the primary school teachers are concerned. The arguments for and against reduction have been fully presented to the arbitrator, witnesses have been called in support of statements made, cross-examination and re-examination have taken place and a final speech has been delivered by the spokesman of each panel. The result of many weeks of hard work may be known by mid-March, but in any case it will not be known until Lord Burnham has heard the case for and against the reduction of the salaries of secondary and technical school teachers. The teachers' panel of the primary school arbitration court express themselves in warm terms concerning the manner in which Mr. F. W. Goldstone has conducted their case. They are also grateful for the invaluable help they have received from Mr. E. Floyd, the Union's solicitor, in the preparation of the case.

A Strenuous Time for All.

The work involved in the preparation and presentation of the N.U.T. case has been very heavy—heavier than was at first imagined. The proceedings have extended over eight full days, from 10-30 a.m. to 4-30 p.m., with a short mid-day interval. There have also been private meetings of the teachers' panel preliminary to meetings of the court. The greatest strain has, of course, been felt by the two spokesmen, viz., Sir George Lunn for the authorities and Mr. F. W. Goldstone for the teachers. The staff of the Union at Hamilton House has also been working at high pressure. Mr. Goldstone has been asked to take a holiday to recuperate in preparation for the Oxford Conference—his first conference as General Secretary of the Union. A special tribute of praise is due to Lord Burnham, whose patience and close attention throughout the proceedings have been much admired by both sides.

Superannuation.

The Bill is in preparation. The Union is at present paying special attention to points on which it is thought amendments may be necessary. Among these are: the position of teachers medically disqualified for inclusion in the scheme; the position of university teachers; the need for the inclusion (retrospectively) of inspectors and organisers who have been teachers; the terms on which the Union might be willing to assent to a contributory scheme; the funding of the teachers' contributions; the appointment of a statutory advisory committee; the rate per cent. of interest to be allowed on the investment of teachers' contributions; the case of the pre-1918 teachers; the inclusion of teachers in nursery schools; and other points, including many raised by organisations who have forwarded their decisions to the N.U.T. for consideration. The Executive of the Union is very much alive to the need for a careful inspection of every clause of the Bill, and is prepared to take all necessary action at the right time.

Dual Control.

The publication of the report of the Education Commission of the National Assembly of the Church of England indicates a policy which if pursued will involve the Union in another struggle for the freedom of the teacher. At the moment the Union is content to watch. But, although anxious for the preservation

of religious peace, it is prepared to fight should that peace be broken by any attempt to impose directly or *indirectly* anything in the nature of religious tests on teachers now free from them.

Federation.

The Executive of the Union has approved a scheme of loose federation drawn up by representatives of the N.U.T. and of the secondary school teachers' organisations concerned. Whether such a scheme will help the Union in the matter of increasing the number of secondary school teachers on its own roll of membership or do the exact opposite remains to be seen. In any event, however, such a scheme is, in itself, evidence of a desire to co-operate, and co-operation is very desirable.

Individual Examination.

The selection of children from the elementary schools for the award of scholarships and free places in secondary schools is made by an individual examination of the candidates. Hitherto teachers have regarded such an examination as special and have raised no objection to it. The examination, however, is gradually losing its special character. Local authorities are compelling teachers to present for examination every child of a given age whatever are its attainments. The N.U.T. fought this practice in the past and will fight it again—hence the prominence given to "Individual Examinations" on the agenda of the Oxford Conference.

Rural Workers' Scholarships.

The Ministry of Agriculture and Fisheries announces that under the scheme for establishing scholarships and maintenance grants for the sons and daughters of agricultural and rural workers, a number of scholarships at University Departments of Agriculture, Agricultural Colleges, and Farm Institutes, are offered for award this year. The scholarships are confined to the sons and daughters of agricultural workmen and of other countryside workers in comparable financial circumstances. The awards cover all expenditure (tuition, board, outfit, travelling, etc.), and do not involve any outlay on the part of the parents.

Provided a sufficient number of suitable applicants is forthcoming, ten Class I scholarships tenable for degree courses in agriculture or horticulture at Oxford, Cambridge, or other Universities, and in the case of veterinary science at the Royal Veterinary College; ten Class II scholarships tenable for two years at Agricultural Colleges for one or other of the diplomas in agriculture, dairying, horticulture, or poultry-keeping; and about 150 Class III scholarships tenable for short courses in the same subjects at County Farm Institutes, will be awarded this year. In the case of Class I, preference will be given to candidates who have passed an examination which entitles them to enter a University. Forms of application and full particulars may be obtained from the Ministry of Agriculture and Fisheries, 10, Whitehall Place, London, S.W.1, or locally from the offices of county councils. The last date for submitting applications is 30th April, 1925.

This is the fourth year of the scheme, which was approved in 1922 as an experimental measure for five years. Up to the present, 350 scholarships have been awarded, of which 103 were gained by young men and women who were wage-earners in the agricultural industry, 80 by sons and daughters of agricultural workmen, and 80 by sons and daughters of small holders. The parents of the remaining 66 are of varying countryside occupations, e.g., bailiffs, gardeners, wheelwrights, saddlers, roadmen, etc.

Rural Industries.

The Worcestershire Agricultural Committee would resuscitate four rural trades—carpentry, cooperage, hurdle-making, and basket-making. Commenting on a Ministry of Agriculture circular which recommended acetylene welding, Mr. T. W. Parker asked what that had to do with rural life. The circular was "utter piffle." Its object was to create more officials and spend the ratepayers' money. Professor Turner, of Birmingham University, thought leather work would be a suitable rural industry. On the motion of Mr. W. S. Lane, who thought more definite instruction should be given in elementary schools, a special sub-committee was appointed to consider the matter.

ASSOCIATION NEWS.

The Teachers Council.

Important developments in the work of the Council are foreshadowed. A series of resolutions has been drawn up and sent to the appointing bodies for consideration. These proposals are designed to place in the hands of the Council certain specified powers in regard to matters of professional conduct and professional qualifications. They also aim at securing priority for registered teachers in all appointments to responsible positions in schools. At the February meeting of the Council it was announced that the education authorities in Shanghai (China) have decided that English teachers appointed to posts in schools under their control must be registered.

Education Guild.

A meeting will be held on March 4, at 9, Brunswick Square, when Miss Mercier, Principal of Whitelands College, Chelsea, will open a discussion on "The Training of Teachers." The meeting is at 5.45 p.m.

London Teachers' Association.

The annual conference of the Association was held last month—February 14th—in the Memorial Hall, Farringdon Street, E.C. The membership is now 13,455. The conference passed a resolution to the effect that the time had arrived when, in the interests of National Education, no teachers should be appointed in State-aided secondary schools or be placed in charge of a State-aided or continuation school unless they hold a diploma in education of an approved university or a certificate in the theory and practice of education recognised by the Board of Education. Excellent though such resolutions may be, they seem to ignore the existence of the Teachers Registration Council. Why not simplify matters and say that such and such posts should not be filled by any but registered teachers?

International Education.

The New Education Fellowship will hold its third International Conference at Heidelberg from August 1 to 14, and discuss the subject, "The Release of Creative Energy in the Child." Among those who will give addresses are to be Dr. Jung, Mr. Powell, of Bedales, Dr. George Arundale (Educational Adviser to the State of Indore), and Mrs. Beatrice Ensor. The aim of the conference is to discover ideal methods of education for producing the best type of future citizen—citizens of his country and the world. Particulars of the Fellowship can be obtained from 11, Tavistock Square, London, W.C. 1.

The Dalton Plan.

Head teachers of elementary schools who propose to introduce the Dalton Plan with subject rooms throughout their schools are asked to write to the Hon. Secretary at 35, Cornwall Gardens, Kensington, S.W. 7, with a view to arranging intelligence tests to be taken—now and in two years' time. The Association has some parcels of books suitable for distribution to Dalton Plan schools. They will be sent free on application.

The W.E.A. and Free Places.

The Workers' Educational Association, through its Central Council, has passed a resolution reaffirming its determination to work for free secondary education for all and expressing regret at "the ill-advised decisions" of the recent Headmasters' conference to oppose the possible extension of the proportion of free places in secondary schools from 25 per cent. to 40 per cent.

University Extension for Foreigners.

A holiday course for foreigners, arranged by the Board for the Extension of University Teaching, will be held at the King's College for Women, Campden Hill Road, Kensington, from July 17th to August 13th. The course is planned for teachers in secondary schools and those preparing for the teaching profession, though these are not the only students to whom it will appeal.

JEAN GILPIN. Edited by Mrs. Gutsch. (T. Werner Laurie, Ltd. 2s. 6d.)

A translation of the famous ride. The rhythm is not above suspicion in the first line of these verses picked out at random: Nos. 15, 28, 52. The original version is published with it.

P.L.R.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Cambridge Scholarships.

According to the *Cambridge Review* 109 schools gained scholarships this year. Marlborough heads the list with 22. St. Olave's, and King Edward VI, Birmingham, won 7 each; Clifton, 6; Charterhouse, Crypt, Eton, Latymer, Manchester, Oundle, Rossall, and St. Paul's, 5 each; Liverpool Collegiate and Shrewsbury, 4 each; Bootham, City of London, Eastbourne, Haileybury, Nottingham High, Perse, Repton, Rugby, Sherborne, Winchester, 3 each; Holloway, Hymer's (Hull), Liverpool Institute, Northampton, Norwich City, Sedbergh, Sheffield C., Uppingham, Wellington, and Wellington, 2 each.

Finance at Oxford.

The amendments to the Statute promulgated last term for the reconstitution of the Faculties have been in debate at Oxford. The most interesting, perhaps, was that proposed by Professor Stuart Jones, the object of which was to set up special funds to be administered by the separate Boards of Faculties instead of a central fund by a General Board. In essence this was the recommendation of the Royal Commission. Mr. A. J. Jenkinson opposed the amendment on behalf of the Curators of the Chest. He pointed out that the Royal Commission advanced no arguments for the recommendation, and ten separate spending authorities would spell financial chaos. The President of Trinity vigorously opposed also. He had no respect for the Royal Commissioners' opinions unless he agreed with them. The amendment was defeated, on a division, by 49 votes to 13.

London.

Among the grants from Local Authorities recently reported to the Senate are: Essex Education Committee and County Council, continued grant of £500; County Borough of East Ham, continued grant of £100; County Borough of West Ham, continued grant of £10 per full-time student; County Borough of Southend, continued grant of £200.

Glasgow.

Glasgow Technical College has received from an anonymous donor a bank draft for £50,000. The money is directed to be invested and the income devoted to the College at the governors' discretion.

Lady Beilby has presented to the College a pipe organ, the property of her late husband, Sir George Beilby (a former chairman of the College), and offered to defray the expenses of installation.

Rossall School.

The March issue of the *British Empire Review* contains "The Duke of Devonshire Prize Essay" on "The Value of the Boy Scout Movement as a factor in the Development of the Empire." The prize of 20 guineas, competed for annually by boys of the leading public schools, is awarded by the British Empire League in memory of its first President, Spencer Compton, eighth Duke of Devonshire. The prize winner this year is K. J. McCrea, of Rossall School.

Rural Decadence.

The Devon County Education Committee have discussed Dr. Corkery's Report on "The Decadence of the Rural Child"—a report quoted from at some length in Sir George Newman's report to the Board of Education. The Medical Sub-Committee found that the doctor had "fully justified his statements." The Committee finally agreed that the "question should receive their earnest consideration," but the other phrase was deleted from their resolution.

The Nottingham Education Committee, following the example of London, is asking the Board of Education to approve an arrangement for four terms in the year—the fourth to begin after midsummer and to end on October 31.

Another Central School.

Bromley (Kent) is to have a Central School after August this year. The plans for the conversion of the present Wharton Road School have been approved by the Board. Members of the present staff not appointed to the Central School staff are to be encouraged to find other employment, though an effort will be made to absorb them on the staffs of other schools in the borough as opportunities occur.

PERSONAL NOTES.

Mr. T. R. Ferens and a University College for Hull.

The Right Hon. T. R. Ferens, once Liberal M.P. for East Hull, has decided to give £250,000 as the nucleus of a fund for founding a University College for Hull. In a letter to the Lord Mayor (Councillor A. Digby Willoughby) the donor says he intends in a few weeks' time to call together a few local friends interested in education to draw up the plans for such a College. The sum required is said to be about a million; so that a few other such munificent donors have still a chance to help.

Sir Alfred T. Davies.

Sir Alfred T. Davies, Permanent Secretary to the Board of Education, Welsh Department, retires from the post on March 31st next. The President of the Board has appointed Mr. Percy Watkins, Secretary of the Welsh Board of Health, to succeed him.

Wales and New Zealand.

Sir Harry Reichel, Principal of the University College of North Wales, has accepted an invitation to serve on the Commission set up by the Government of New Zealand to advise on the organisation of the University. Dr. J. E. Lloyd will act in his absence.

Kent to Manchester.

Mr. John Orr, has been appointed Adviser in Agricultural Economics in Manchester University. His position as Secretary of the Kent Rural Community Council has been filled by the appointment of Mr. L. S. Sack.

A New Art Inspector.

Mr. F. Campbell Stone, A.R.C.A., head of the Woolwich Polytechnic School of Art since 1919, has been appointed one of His Majesty's Inspectors of Art under the Board of Education. Before going to Woolwich, Mr. Stone was for six years principal teacher of the Stoke-on-Trent School of Art.

Rhetoric.

The Gresham lectures at Gresham College, Basinghall Street, E.C., include a course by **Dr. Foster Watson** on Rhetoric, to be delivered on March 3, 4, 5, and 6. They are open to the public without fee and begin at 6 p.m.

Professor George Unwin,

Professor of Economic History at Manchester, has died at the age of 54. His last book was published in 1924—"Samuel Oldknow and the Arkwrights." He was born at Stockport in 1870, went to an elementary school and became a clerk. From University College, Cardiff, he went to Lincoln College, Oxford; thence to Berlin; and later he gained a research scholarship at the London School of Economics. Before going to Manchester in 1910—to the first Chair of Economic History in England—he was lecturer at Edinburgh from 1908-1910.

Mr. Henry Martin Lindsell, C.B.,

dead at 79, was once an Inspector of Schools, but he made his mark later as Advisory Counsel to the Education Department, a post he received in 1891. In 1903 he became Principal Assistant Secretary (Legal) to the Board of Education. He was for many years chairman of the Bedfordshire Quarter Sessions, of the Bedfordshire Higher Education Committee, and of the Biggleswade U.D.C.

Dr. Clement Dukes,

Physician to Rugby School for 37 years, has died at the age of 79. His books on School Health are well known and have had a wide circulation. He was also a specialist on skin diseases, and the sections on Scarlet Fever and Rubella in the Encyclopædia of Medicine were written by him. Since 1871, when he succeeded Dr. Farquharson at Rugby, he has known four headmasters—Hayman, Jex Blake, Percival, and James. He retired in 1908, and was made consulting physician to the School.

Lord Ernle.

Lord Ernle has been obliged to relinquish his membership of the Departmental Committee on the University of London, by the necessity for an immediate operation on his eyes. The President of the Board of Education has appointed Mr. E. Hilton Young, M.P., to be Chairman of the Committee in his place.

COMPETITIONS.

JANUARY RESULTS.

I. A Criticism of the 'January "Education Outlook."

We were not asking for bouquets, and we divide the prizes equally between:

MISS J. A. JENKINS, EDGE HILL COLLEGE, LIVERPOOL,
MR. A. E. SMITH, 57, FOREST ROAD, EDMONTON, N.9.
and
MR. W. D. ROBERTS, WATFORD HOUSE, FOLKESTONE,
who will receive HALF-A-GUINEA each and the assurance that their observations are gratefully received and duly noted.

II. A Story about "The Little Boy that Cried in our Lane."

So excellent were the stories submitted in this competition that the judges had an extremely difficult task. The prizes are divided equally between:

CHARLES BAILEY (14), THE SCHOOL, WILLESBORO',
ASHFORD, KENT,
MILICENT HEWITT (13), 18, WILSON ROAD, MIRFIELD,
YORKS, and
OLIVE TIDEY (13), S. BARNABAS AND S. PHILIP'S SCHOOL,
56, EARLS COURT ROAD, W.8.

These competitors will receive FIVE SHILLINGS each.

Consolation prizes will be sent to:

BETTY LEES (12) and JOAN WALKER (14), OF LOWTHER
COLLEGE, RHUDDLAN, N. WALES, and to
MAY GOWING (11) and WINIFRED WAINSCOT (12), OF
THE OLD PALACE SCHOOL, MAIDSTONE.

MARCH COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half-a-Guinea are offered for 1,100 words or less on Mr. Dooley's saying:

"It doesn't matter what a boy learns so long as he doesn't like learning it."

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 entitled:

"All about Easter Eggs."

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, and prizes may be divided or withdrawn at his discretion.

The last date for sending in is the 1st of April, and the results will be published in our May number.

NEWS ITEMS.

The European Tourists.

One hundred and forty Australian cadets, including public schoolboys from every State of the Commonwealth, visited England last month under the auspices of the Young Australian League. They left for France on February 17th.

The Unity of Empire.

The Provost of University College, Sir Gregory T. Foster, addressing the Australian Cadets last month at University College, where they were entertained to lunch by the League of the Empire, said the College was doing some service in promoting the unity of the Empire by its system of education. Every year saw an increase in the number of students from the Commonwealth. He hoped the time would soon come when this country would send students to the Australian Colonies.

Manchester University

has received from the General Electric Company of the United States of America a gift of an X-ray spectra apparatus for use in the Department of Physics.

The Municipal Reformers' Plans.

The London Municipal Reform Party, in its manifesto preparatory to the L.C.C. elections on March 5, state that they have formulated a three years' programme in education which provides for an advance in every branch of school, elementary, secondary, technical, and central. They are opposed to compulsory day continuation schools, and the eleven voluntary schools set up in 1922 are to be added to with new schools of the same character.

Nursery Psychology.

During March and April further lectures will be given at Carnegie House, 117, Piccadilly, on "Everyday Psychology in the Nursery." On April 2, at 6 o'clock, Dr. J. R. Rees will discuss "The Psychology of the Boy"—this is for both parents. The lectures otherwise are to be given on Thursdays at 3.15. They began last Thursday, February 26th. Tickets may be obtained from Lady Erleigh, 65, Rutland Gate, S.W. 7; or from Mrs. Ernest Shaw, 65, Conduit Street, W. 1.

Essex and Arbitration.

The Essex Education Committee has informed the Standing Joint Committee on Salaries "that a uniform scale would be entirely unsuitable to the varied requirements of the county, and that they desire to make it plain that they hold themselves free to negotiate, as on the last occasion, with their own teachers." This doesn't look much like accepting the arbitrator's decision.

Grants for Health Visitors.

As from April 1, grants for the training of health visitors will be made by the Ministry of Health instead of by the Board of Education.

Now in Blue Cloth.

The Stationery Office at Adastral House, Kingsway, has been making a great display of the Report on the Teaching of English in England." Over 50,000 copies have already been sold, and copies strongly bound in blue cloth can now be obtained at half-a-crown.

The Parents' Association.

At a meeting of the Association to be held on March 6, at 80, Hamilton Terrace, N.W., Mr. T. Dean, Headmaster of the Tiffin Boys' School, Kingston-on-Thames, will speak on "The Problem of the Slow and the Quick Child in Class." The meeting is at 3.

Education in the Army.

Of the 2,265 candidates for first class certificates, 48 per cent. passed in all subjects, 21 per cent. passed in all except one—which may be taken again at the next examination, and 31 per cent. failed. One hundred and eighty-four were "Distinguished." For the examination for the Special Certificate, equivalent to Matriculation, there were 86 candidates, 13 taking all subjects. Twenty-four certificates were awarded.

Grants for School Camps.

The Kent Education Committee has decided, not without opposition, to make a grant of £300 towards the cost of school camps in Kent, whether organised by head teachers of the elementary schools or by Boy Scouts or Girl Guides.

Archives and Research.

On the proposal of Professor Pollard, Chairman of the London Institute of Historical Research, the Committee on Intellectual Co-operation of the League of Nations, is taking steps to find out under what conditions the world's most important archives are made accessible to research workers. A detailed questionnaire has been addressed to the Directors of the principal public and private archives throughout the world, and the information which it is hoped to obtain in this way will be forwarded to the London Institute of Historical Research for publication.

Cross Word Puzzles in Latin.

According to *The School* for February, Mr. J. K. Colby, Latin Instructor at the Milton Academy, Massachusetts, has compiled for his pupils a book of cross-word puzzles in Latin. A series in French is also being prepared.

Transatlantic Holidays.

A transatlantic voyage and a tour of Canada and the United States within three weeks or a month is the newest phase of holiday travel offered to the public during the coming season, and one that promises to meet with deserving success.

The Cunard Line are reserving "third class" accommodation on a number of their magnificent new liners sailing from Southampton and Liverpool specially for this traffic.

Last year the Cunard Line inaugurated a scheme of "Tourist Third Class" for our American and Canadian cousins, mostly professors and students, and so successful was the enterprise that it has been decided to provide similar facilities from this side. The chief aim will be to promote a "get together" movement for a holiday tour in Canada and the United States among professors, teachers, students, young members of clubs, and various social and educational organisations throughout the country, whose annual vacation is confined to three or four weeks. This new scheme is undoubtedly one of the greatest opportunities yet afforded the British public of making the Atlantic trip at a very moderate cost amid comfortable surroundings and congenial companionship, at the same time seeing something of the new world—our nearest and greatest Dominion—and also the vast American Continent.

The fact that hundreds of our American cousins have availed themselves of this economical means of crossing to Europe during the past couple of years, and intend doing so again this season, is sufficient testimony in itself. Some of those who came over last year organised their own musical and entertainment programmes on board, deck games, and sports, and did all but run the ship. They expressed their great surprise at the remarkably high degree of comfort and convenience in this class. The fact is that to-day "third class" accommodation is far superior to the "second class" of even fifteen or twenty years ago. There are excellent bathrooms, beds composed of spring mattresses, spotless bed linen and warm blankets, large dining saloons in which six-course dinners are served, smoking rooms and lounges with comfortable carpets and furniture. Each ship has a library of good books, orchestra, good concerts, open-air and indoor dances, a variety of popular deck games and sports, shops for the sale of useful articles, and deck chairs can be hired—as in the case of other classes—at a small fee.

This scheme comes into operation with the opening of the St. Lawrence. The return ocean fare is from £37, which includes food and accommodation, while the inclusive return ocean and first class rail fare in Canada and U.S.A. is from £41 4s. 6d.

A number of popular tours have been carefully framed, and can be extended or reduced as the tourist requires. They are by way of the St. Lawrence River to Quebec and Montreal, the great Canadian lakes, Toronto, Ottawa, the famous Niagara Falls, Boston and the New England country, and thence on to New York. The homeward voyage may be made from Quebec and Montreal, or from Boston or New York. Those who choose to return from New York are given the unique opportunity of travelling by the famous *Mauretania*—the world's fastest liner—or the *Berengaria* and *Aquitania*, the other great liners engaged in the renowned Cunard Express Service.

LETTERS TO THE EDITOR.

Arbitration on Salaries.

Sir,—I have no desire to enter into controversy with your able correspondent who made some interesting comments on my letter to the January EDUCATION OUTLOOK. His question, "What would this critic" (that's me) "have done?" is material, and I can't possibly answer it. Sitting here alone in a different atmosphere from that breathed by the people he is defending, I think I should like to have made the heroic retort he suggests: "No arbitration and damn the consequences." I have not such faith in the prevision of consequences on the part of the N.U.T. Executive as he has. But if their worst fears had been realised, at any rate there would have been an end of this tinkering with the business. As for the local Associations and their approval, they'd approve anything if it came from their Executive. Most of them can see only about a month ahead at a time. But be the approval as universal as he likes to imagine it, I obstinately hold my opinions—the N.U.T. has (or have) brought about the present state of things by their own past acts of weak connivance; and this final submitting to arbitration about so pernicious a proposition as this percentage reduction is no proof of present wisdom but the trumpety crown to past folly.

I am, etc.,

QUOUSQUE TANDEM?

Dr. W. Crotch.

Dear Sir,—For some long time I have been endeavouring to obtain full particulars of the life and works—both musical and artistic—of the well-known Dr. Crotch (1775-1847).

I am doing this because I feel sure his ability and greatness are far from being known.

There must be many MSS., musical compositions, letters, lectures, artistic works, also many portraits of him, still in private hands, which ought to be consulted before a life of him could be written.

If any readers of this short appeal could and would help me in this literary work, I should be most grateful if they would communicate with me at once.

With sincere thanks to you, sir, for so generously allowing me to make my request known.

I am, dear Sir,

King's College,
Cambridge,

5th February, 1925.

Yours faithfully,

A. H. MANN.

Professor Weekley's Dictionary.

Sir,—Your reviewer describes Professor Weekley's seven-and-sixpenny dictionary as an abridgment. I have Professor Weekley's authority for saying that it "is an abridgment in so far as all quotations, cackle and discussions are cut out, only the essential facts being tabulated. As a matter of fact it contains a much larger number of words than the bigger book."

Yours faithfully,

Berkhamsted.

H. O. COLEMAN.

[Our reviewer says: "It is kind of Mr. Coleman to take so much trouble for our enlightenment and to obtain the authority of Professor Weekley to correct us. In his preface to the Concise Dictionary under notice Professor Weekley himself opens with these words: 'This book is an abridgment of the author's Etymological Dictionary of Modern English.' On the paper jacket of the book the publisher uses the term abridgment. In the Dictionary itself Professor Weekley connects the word abridge with abbreviate, from the Latin *abbreviare*, or *ad brevis*. The Etymological Dictionary is over twice as big as its new brother, which is rightly described as 'Concise,' being certainly smaller and briefer. Author and publisher speak of the new work as an abridgment. The scales and ruler support their view, but apparently Mr. Coleman knows best.]

The Teaching of Poetry.

Sir,—May I, greatly daring, venture to write a word of protest against the analysing of poems with a Class, advocated in the very interesting article on "The Teaching of Poetry" in your February number?

Will a child, who does not by nature care for poetry, learn to love it in consequence of the teacher picking a poem to pieces and talking about it? It seems to me that a naturalist might

as well hope to inspire a Class with admiration of an eagle's flight by chaining it down and asking his pupils to observe its feathers, or teach them the beauty of a butterfly's wings by catching it and brushing off its scales! And could any teacher be quite certain that among his scholars there might not be one who shared Wordsworth's ideas, say, of the "Cuckoo-bird" or "old, unhappy, far-off things," even though the "singing breath and echoing chord" might be denied him? The poet may be in his Class, albeit a silent one.

Looking back on my own childhood I recall how I learnt to love poetry and to read it to myself with great delight, simply because my elders placed the best poems in my hands without comment, and left me to find out the beauty and inspiration of the poetry for myself. Let me plead with the teacher of literature to give his pupils credit for some imagination! If he knows how to read a poem aloud (a rare art) let him sometimes read poetry to them, and leave it at that—unless, indeed, his pupils question him about it; but let them often read to themselves, unworried by parsing and comment. If the poem does not prove to be its own interpreter to any individual scholar, the probability is that that scholar will never learn to love poetry and cannot be taught to love it.

Yours, etc.,

M. CORDELIA LEIGH.

1, St. Mark's Road, Leamington.

The Closure of Finsbury Technical College.

Sir,—The closure of Finsbury Technical College for lack of financial support from the City Companies and the London County Council has been determined upon to take place at the end of the year 1926, and there seems little hope that the London County Council will reconsider its decision.

It will be remembered that, as a result of strong protests three years ago, the London County Council decided to support the institution for a further period, but it seems now to be an established fact that Finsbury Technical College can no longer attract a sufficient number of students desiring to advance their technical knowledge but having no anxiety to obtain University degrees.

The passing of any institution of this kind raises inevitably the question of the future of the staffs engaged. While any institution threatened with closure remains open staffs must be maintained, and men who have served long and faithfully the cause of education should not, like their institution, be regarded as superfluous or redundant. Unfortunately there is no indication in the attitude of the London County Council that as yet that body has considered the position of the staff, and has made any provision for their subsequent employment. Accordingly, at the Annual Council Meeting of the National Union of Scientific Workers, held on 31st January, the following resolution was put and carried unanimously:—

"In view of the fact that the closure of the Finsbury Technical College is a certainty the London County Council is urged to make provision for the absorption in other institutions, with seniority, of those members of the staff who will be on the staff when the College closes."

Copies of the resolution are being forwarded to the Chairman of the London County Council Education Committee.

I am, yours faithfully,

A. G. CHURCH,

General Secretary.

National Union of Scientific Workers,
25, Victoria Street, S.W.1.

AVENTURES DE COUGOURDAN: E. Mouton.

RÉCITS DE LA VIE RÉELLE: J. Girardin.

Edited by E. J. A. Groves. (Methuen and Co. 7d.)

These are the first two volumes of a series of short French texts for rapid reading, and contain fifty-five pages of text. They are suitable for pupils between fifteen and seventeen. Footnotes, in the form of translations of difficult words and phrases, "Résumés," to enable the reader to fix the story in his mind and to serve as models for summarising other stories read, and "Devoirs de rédaction" for practice in the vocabulary of the text, are the principal features claimed for this series.

P.L.R.

LITERARY SECTION.

BOOKS AND THE MAN.

A Storied Urn.

In his postscript to his latest novel Mr. Michael Sadleir explains that the work is not a pastiche of a mid-Victorian fiction but rather one side of a medallion—a medallion struck to commemorate the passing of a social code. The explanation is worth making, for on reading this admirable story I had been reminded, not only of mid-Victorian fiction—Anthony Trollope and George Meredith—but also of Jane Austen. A deftly contrived pastiche of these writers would need no apology, but Mr. Sadleir is right in claiming for "The Noblest Frailty" (Constable, 7s. 6d. net) something of the memorial quality of a "storied urn." These words of Gray recur to my mind and bring the profane suggestion that in real life as in the "Elegy" they have been followed by the "animated bust." The age of crinolines and circumspection has been followed by one of shingling and cigarettes.

With great skill Mr. Sadleir has contrived a simple and pleasing picture of an age which was, but is gone, at least for a time. His squire, Sir Harry Ormond, plays the heavy husband and father towards his wife and daughters and the indulgent man of the world towards his son. Of the daughters Charlotte is the elder and submissive but Catherine is a young woman of vigour and independence. She loves her Frank, and that is enough. His humble station and precarious livelihood as a veterinary surgeon are trivial obstacles in her romantic eyes. I confess to a great curiosity as to how the marriage turned out, and I suspect that Frank Martindale soon discovered that he had domesticated the recording angel. Even greater, perhaps, is my curiosity as to what Catherine is like to-day. She is probably a widow in the middle eighties, tenacious of life as she was of love, and much given to rebuking her grand-daughters for their unconventional ways. She may have had the good fortune to escape the perils of practical experience and the loss of her enthusiasms. If this be so then Mr. Sadleir should tell us all about her with all speed.

The task will be easy for him. Few of our modern novelists give one the impression of effortless ease in their writing, but Mr. Sadleir has the knack, and although he does follow Mr. Silas Wegg and drop into poetry now and again, his style is distinguished and attractive. Especially good are some of the descriptive passages in this book, revealing the discerning eye of one who is well versed in pictorial art and the happy possessor of a sensitive mind.

"She saw the gloom of the steep gravel drive that swept down from Fleddon Park to Ormond Gate. Tall hedges of box and yew closed in this sombre road, and from behind the hedges rose beech trees, waving naked arms in the sullen tumult of a windy March. Grey clouds raced overhead, skimming the tortured trees. The deep trench of the drive between its dark steep hedges was like a long cold box, with tilted muddy floor and close-clipped walls and a grey, shifting angry lid."

It is easy to imagine this as the motive of a sombre picture by one of our modern artists. Mr. Sadleir has succeeded admirably in contriving a memorial to an age which saw the beginnings of decline in the now obsolete *patria potestas*.
SELIM MILES.

REVIEWS.

Education.

LETTERS OF PRINCIPAL T. M. LINDSAY TO JANET ROSS. (London: Constable and Co., Ltd. pp. 266. Price 18s. net.)

Mrs. Janet Ross met Dr. Lindsay for the first time in the year 1906, at the house of a Florentine friend. The word "doctor" conveyed little to her at the moment, "as there were many doctors in the world." But she makes a similar error both in her title and in her preface—Principal Lindsay likewise conveys but little: Principal of what? There are many colleges and universities in the world; there are, too, many colleges in Glasgow—veterinary, domestic, technical, dental, commercial, etc.—and there is a university. A specification must be made: the reference is to Principal Lindsay of the Free Church College of Glasgow. From the outset the reverend Principal and the lady seemed to have been mutually drawn to one another—she at least confesses that "she was at once attracted by his very blue eyes"; a warm friendship, responsible for the present correspondence, and lasting till the death of Dr. Lindsay on December 8th, 1914, was quickly established.

The publication of these letters is perhaps not altogether wise. Wrong constructions may arise, and the reader is apt to read between the lines. To avoid possible misinterpretations let it be remembered that Dr. Lindsay was sixty-three years of age when he first met Mrs. Ross. At the same time, it is interesting to catch a glimpse of the inner life of this grand old Scotch character—his eccentricities, his aversion to wearing the garb clerical when on the Continent, his love of vermouth, his numerous hobbies, his distractions, his occupations—as revealed in these pages, which have a savour all their own. The style is simple and possessed of a quaint charm; at the same time the letters are not entirely free from pedantic affectation; but they do help us in forming an accurate estimate of his mental capacity as a cleric, as a scholar, and a man.
A. D. M.

THE HUMANIZING OF KNOWLEDGE: by James Harvey Robinson. (Hodder and Stoughton. pp. 117. 5s. net.)

A very hasty survey of the book under review might suggest to the reader that here was merely one more plea for the writing of textbooks of science in simple language, so that ordinary people might read them with understanding. It is, indeed, this; but it is also a great deal more.

Every teacher knows well enough that it is necessary for him to expound his topic in language that is understood. But he knows further that this is of itself insufficient. He knows that if the understanding of the words used presents no difficulty, the comprehension of the subject matter demands real effort; and moreover that this effort will not be made unless interest is aroused. The student will in the end know only what he wants to know.

The humanizing of knowledge, then, is not the mere presentation of knowledge in such a form that it can be understood, but the far greater one of offering it in such a way that people want to understand it. It is not the pre-digestion of food that is wanted so much as the creation of an appetite.

Any effort to create the appetite for knowledge must depend ultimately upon a sound knowledge of human needs as expressed in attitudes and prejudices. Professor Harvey Robinson recognises, in the first place, a general indifference to scientific truth. Conviction, he realises, depends a great deal less upon the truth of an idea than upon its acceptability—"The truth of a new idea proposed for acceptance plays an altogether secondary role." Scientific thought calls for painful critical thinking, suspension of judgment, and the constant revision of dubious hypotheses.

The scientist consistently ignores certain values which ordinary human beings rate highly. Intellectual truth for him takes precedence of beauty or moral worth. The fruitfulness of scientific method is largely due to this singleness of purpose.

Meanwhile, however, the applications of science have made scientific discoveries a matter of general concern. We have therefore on the one hand an increasing necessity for every man to know a great deal about science and on the other a tendency for science to interest him less than ever. There are signs at times that men are beginning to revolt against science itself and its applications to life.

The problem, then, as Professor Harvey Robinson envisages it, is that of presenting men and women with science written not

merely in simple language, but with a due recognition of ordinary human values. It is a problem which has been recognised more clearly by journalists than by scientists. The science article of the daily newspaper is the result. Any specialist who can recognise the "story value" of some part of his knowledge, and can tell it as a story, briefly and in ordinary language, can be certain of a welcome from editors.

Failing the specialist, the matter passes into the hands of the people who are expert at telling a story, but who are more than careless in their handling of facts. The public knows something of Einstein and Freud—something which is as far from the truth as is possible. The discoveries of the two men are "good stories," and if the mathematicians and the psychologists are unwilling or unable to tell the stories suitably, the journalists will try. Some—a very few—scientists have managed to humanize what they know. Professors Ray Lankester, Thomson and Fleure are cases in point.

Messrs. Hodder and Stoughton propose to attempt the publication of a year book of humanized knowledge. It is to be prepared in the United States under the supervision of Professor Robinson and with the co-operation of the Workers' Education Bureau. Articles are to be collected from the ablest scientists in the United States and abroad, first issued separately and then gathered together into an annual volume. The experiment is one that will be watched with critical interest in this country. Will such a collection of articles make any large number of men want to read science with the same keenness that they read racing results or watch football matches? Perhaps: but they will have to be very unusual articles.

In any case, it is interesting to notice that publicists are following the lead of teachers. The insistence of all the new teaching upon the point that whatever the matter of instruction may be, it must be presented in forms which are acceptable if it is to be educative is now echoed by the new publicity. To teach children you must know not only your subject, but the children as well. To interest men in science it is not enough to know science. Huxley fascinated crowds of working men not merely because he was a great biologist, but because he was able to impart to his lectures a human as well as a scientific appeal. He may or may not have been conscious of the trick; may not have employed it deliberately. Many of his contemporaries did not possess it: few of his successors have it. Modern developments of teaching and of psychology remove the last excuse for ignorance of its indispensability to those who have to endeavour to reach large numbers of people . . . whether small children or grown men and women. The humanizing of knowledge does not mean popularising in the worst sense of that often abused term. It does not mean the lowering of the exposition. It does not mean descending from the lofty level to a lower one. It means that the person who expounds and the person who listens meet one another on what is their common and "natural" level—the human level where there is no distinction of interest and purpose between teacher and taught, between professor and workman. G.H.G.

English.

TRAGEDY: by W. Macneile Dixon. (Edward Arnold. 6s.)

Some readers are accustomed to make a fragmentary survey of a book while they cut its leaves; they will ponder a little on the title, look at the last page, and move slowly backwards, getting a brood of impressions to be rejected or strengthened as they read more fully. The method is light enough not to root in prejudice; on the other hand they gather a preliminary colour for their pleasure or distaste.

Glancingly, in this way, it is natural to divine about Mr. Macneile Dixon's "Tragedy" something dictatorial; after so much uttered half-heartedly, and clogged with qualification, we can admire downright, even harsh, assertion; but here is an echo of the lecture room. Then we remember the challenging simplicity of his title and, repulsed from mere casual inspection by the crowd of great names he has made to stand sentinel over his text, fall back to a more orderly progress.

The book opens with a fanfare of seven trumpets: Diogenes Laertius, Plutarch, St. Augustine, DeFoe, Browne, Keats, Bacon; they sing to battle in different keys, but they are immediately impressive, or rather, deafening. They attune our ears for what is to follow: that we are never to forget Mr. Macneile Dixon's scholarship.

Under their protection he can act summarily; in the treatment of a single art in a particular form, we are sometimes embarrassed by noticing objects of distracting relevance in another art or

outside art altogether. Mr. Macneile Dixon, with a decisive gesture, will shear all connecting threads, and isolate his subject.

As early as page five, beginning the second chapter, he writes:

"Setting aside vulgar errors" (a shadowy arm sweeps protest into insignificance) "let us, standing at the door of this enquiry" (the world's great men lined up like footmen in the hall, while the author is our kindly host) "remind ourselves that in real life there are no tragedies. A tragedy is a work of art designed to please. It is a work of art, and the sufferings of the spectator, if he can be said to suffer, are more than voluntary, they are solicited. He is a party to the sacrifice of Iphigenia, and content to protract the agony of Phædia. Antony's downfall casts no melancholy upon his spirit, and the death of Cordelia makes for his happiness . . ."

A paragraph later the severance becomes more complete:

"From sculpture and painting the terror and the mystery are absent, their subjects are rarely painful. But if testimony to human suffering were needed poetry alone could supply it . . . The others, her sisters, are smiling arts. The frieze of the Parthenon, Titian's *Amor sagro e profano*, Beethoven's *Sonata in E flat major* might have formed part of the history of a painless world, might have been the fruits of angelic leisure—"

The generalization is so bold, so wide and coarse that it leaves dissent behind; it is not a happy beginning; and if, as a preliminary, we must thus entirely isolate tragedy, resolving it to an ingenious clock-work motive, we may be excused for doubting the value of the whole. Mr. Macneile Dixon, unlike other writers, will not allow us a moment for protest; he does not grant an inch of shade but hurries on with this pitiless illumination. Astounded with our loss, we pause, and there he is hard at work on that dark problem—what's he to Hecuba?

As far as "Tragedy" takes us, Hecuba and the player are like wrestling figures in marble; the clinch can never be loosened. We have forgotten that the player was a creative person; he did not analyse his position to Hecuba; he was innocent of the erudition that justifies academic ruthlessness; if he had, in patience, read this book he might at last have been disappointed by the nebulous quality of Mr. Macneile Dixon's ultimate "Conclusions." P.Q.

ALFRED DE VIGNY: CHATTERTON: Edited with notes by A. Watson Bain, M.A. (Methuen. 1s. 3d.)

I can see no use in a new school edition of Vigny's "Chatterton," save as a moral spectacle, showing how low a very competent poet could fall. The only redeeming points in a very silly play are contained in the poet's introduction, which, however, for some mysterious reason, is omitted by Mr. Watson Bain. The whole sentimental egoism of the play can be summed up by that very typical scene, where the starving Chatterton destroys his poems: (*Il jette au feu tous ses papiers*). Allez, nobles pensées écrites pour tous ces ingrats dédaigneux, purifiez-vous dans la flamme et remontez au ciel avec moi! (*Il leve les yeux au ciel, et déchire lentement ses poèmes, dans l'attitude grave et exaltée d'un homme qui fait un sacrifice solennel*). I was compelled to read this nonsense when I was at school, I believe for the Higher Certificate, and I long to meet the examiner who then set it. His mind would, I am convinced, make a very interesting study. H.G.G.

A BOY'S BOOK OF PROSE: Compiled by W. H. L. Watson. (Philip Allen and Co.)

Happy the boy who can begin his poetical education with Mr. Warren's "Book of Verse for Boys" and his prose education with this new anthology by Mr. Watson. Both have attained very close to perfection. The school boy regrettably enough is overloaded with verse anthologies, because they serve as a Pelman memory course. But to know a poem by heart does nothing but spoil the poem, and furnish the learner in later life with a series of probably hackneyed quotations. There is no need, thank God, for most people to write verse, but there is a need for them to write tolerably good prose, and it is no help to them to be able to recite Wordsworth's Sonnet on Westminster Bridge or Henry V's speech of Agincourt. They must be persuaded to read widely and sensibly, and there is not a single extract in Mr. Watson's anthology (save perhaps his choice of Bacon) which would not induce the average boy to read further. And Mr. Watson's choice is wide enough, ranging from Mandeville to Jane Austen, from Bunyan to Napier. Let the schools give poetry (that specialised subject with so limited an appeal) a rest for awhile, and turn to a proper study of prose, a study more useful and important. H.G.G.

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French.

MATRICULATION MODERN FRENCH READER: M. B. Finch.
(University Tutorial Press. 3s. 6d.)

The prose and verse extracts that go to make up this volume are for those students who have reached the more advanced stages of the Matriculation standard. This reader contains extracts representative of the French language of our own times. Consequently the prose passages have all been selected from works produced since 1900. Though some may not give the reader the complete story, still they are of a sufficient length to form an intelligible whole, and are graded in order of difficulty. These extracts number thirty-six in all. The second half of the book contains a little more than double that number of poems, but since the language of the poet has changed little in the last hundred years the selections range from Lamartine down to the present day. The book also contains a short chapter on metre, good notes dealing with the historical and geographical points met with in the text, and a complete vocabulary. The volume is printed and bound with the care that characterises this series.
P.L.R.

PATHELIN ET AUTRES PIÈCES: Mathurin Dondo. (Heath. 2s. 6d.)

There are five short plays in this collection. Their use is twofold. They offer the second and third year student interesting material for colloquial French, and secondly, they lend themselves to performance by amateurs. The language of these mediæval farces has been modernised, but a touch of local colour is given to the setting by the dresses, ideas for which are offered in the illustrations. Little scenery is necessary. One of the plays is the work of the author. There are "questionnaire" and simple exercises on each play and a vocabulary. A useful addition to a school's dramatic library.
P.L.R.

FRENCH IRREGULAR AND DEFECTIVE VERBS: W. J. Barton.
(Hirschfeld Bros. 1s. net.)

The verbs are fully conjugated and include the auxiliaries. There are models of the regular and reflexive verbs, also interrogative and negative forms. A supplement shows the use of verbs of common occurrence.
P.L.R.

Music.

MUSIC FOR CHILDREN: M. Storr. (Sidgwick and Jackson.
Price 6s. net.)

Miss Storr, of Goldsmiths' College, like her colleague, Dr. R. T. White, is another enthusiast in matters concerned with music, and like him, she, too, is anxious to help others by giving them the results of her long experience in teaching music to children. The present volume is largely the outcome of Miss Storr's teaching in the Practising School in connection with the College, and she has done splendid work.

The book is divided into three parts. Part I deals with "the principles underlying the way in which a child's mind approaches Rhythm, Melody, Harmony, and Form." Part II deals largely with the analysis of very many examples of music, from song to sonata, while Part III contains lists of music graded, gramophone records, etc.

The writer claims to be a non-professional musician writing for non-professionals, and her aim is to stimulate and encourage those who love music and who desire to teach others to love it too.

She gives details as to how to work out similar experiments to those she did, and the book is full of valuable help.

A devotee of the Dalcroze system, and a strong believer in the natural, instinctive love of movement in children, Miss Storr bases much of her work in rhythm on that system.

The psychology behind all seems to us to be sound, and the results—even the "public demonstrations"—appear to work out very well.

The second and third portion of the work, in the former of which she is assisted by a "trained musician," Mr. A. E. F. Dickinson, the writer has given very welcome assistance to many others beside "non-professional" musicians, for the analysis of music is, in its first stages, difficult, and the right type of piano music to use for illustration not always at hand. Many earnest students and teachers will welcome the book: it deserves success.
A.G.

History.

MAGGOTS AND MEN : a boy's opinions on the Universe : by William Margrie. (Watts and Co. 1s. net.)

Mr. Margrie, the panegyrist of Camberwell, of South London, and of Council Schools, is perhaps "an acquired taste, like teetotalism," but he is somewhat readily acquired. In his latest book he gives us a history of the World written by Tom Edwards (*née* Margrie) of the Rosemary Street Council School, which lies just off the Old Kent Road. It is a history of wide sweep, like that of Mr. H. G. Wells, who, says Mr. Margrie, "gets his living by writing fiction." His greatest work is "The Outline of History." On the same page we have these little descriptions: Bernard Shaw "is what is called an Irish Patriot. An Irish Patriot is a man who lives in England and praises Ireland." "Sidney Webb invented the Fabian Society. The Fabian Society runs the poor." "Nietzsche was a German madman who didn't believe in women." Elsewhere in the book are these: "Socialism was invented by a chap named Karl Marx, who lived in the British Museum. The object of Socialism is to abolish work. Socialists believe in peace, brotherhood, and the class war." "A hundred years ago, when a boy was punished it was called a hiding; now it is called a discipline." "In 1870 the Compulsory Education Act was passed. That was the most diabolical Act ever passed. . . . I admit I rather like school myself, but I should like it better if I didn't have to go. Then I could choose my own lessons."

"Evolution" has a chapter to itself. Tom asks his teacher if evolution is true. "What's the time? Four o'clock. Evolution's not true, Edwards. Meet me at Lyons in Rye Lane at 5 o'clock." At that hour they meet and Tom has "a jolly good blow-out." At half-past five Tom's teacher declares that evolution is true. Truth is relative to time and place. "If I said I believed in evolution when I was in school I might get the sack." "The elementary schools," says Mr. Margrie, talking as Tom Edwards, "have at last produced a creative genius of the first magnitude." R. J.

TUDOR ECONOMIC DOCUMENTS, VOL. III : Pamphlets, Memoranda and Literary Extracts: edited by R. H. Tawney and Eileen Power. (Longmans. 15s. net.)

What praise was given in these columns to the first and second volumes of this source-book deserves to be repeated and intensified for the third volume. It is the most interesting and the most valuable of the three, it completes the work, and gives a general index to the whole. There is so much new and valuable material that our former objections to the high price of the volumes seem weakened: this volume contains nearly five hundred pages. But in fact our complaint remains. Two pounds five shillings is a large amount for most students. The public benefits by the gift of the compilers' labours. We hope that the publishers will issue a cheaper edition as early as possible.

Among the new matter of these volumes one pamphlet—now printed for the first time—will attract a good deal of attention. It is No. 10 of the manuscripts of the Goldsmiths' Library: a Mercantilist statement (1549) of unusual definiteness.

The book is arranged in four sections: I, Enclosures and the Countryside; II, Industry and Trade; III, High Prices, Usury, and the Exchanges; IV, Poverty and Vagabonds. R. J.

A SHORT HISTORY OF GAELIC IRELAND, from the Earliest Times to 1608 : by P. W. Joyce, LL.D. (The Educational Company of Ireland, and Longmans. 5s. net.)

The output of Dr. Joyce was remarkable. He issued a dozen works upon the history and literature of Ireland, her songs, her music, her romances. In his preface to this volume he wrote: "I have, I hope, written soberly and moderately, avoiding exaggeration and bitterness, and showing fair play all round. A writer may accomplish this while sympathising heartily, as I do, with Ireland and her people." And when the reader has come to the end of these five hundred pages he feels that Dr. Joyce has been as good as his promise. Difficult indeed it must be to write dispassionately of this story, where so much passion, so much wrongdoing, is woven in the very heart of the tale itself. It is not often that an Englishman can bring himself to read a history of Ireland, for he cannot but fear to meet with pages in that story too painful for anything but oblivion, while he doubts if he may rightly call upon oblivion.

There is no impassioned argument here, but a plain tale steadily told. There is some speculation in the first section on The Manners, Customs, and Institutions of the Ancient Irish;

but it is kept to the minimum that is entailed by the incompleteness of the records. A valuable and necessary section deals with the Brehon Law.

Part II deals with "Ireland under Native Rulers; Part III takes the Period of the Invasion (1172-1547); and the fourth and last part, covering the years 1547-1608, is entitled The Period of Insurrection, Confiscation, and Plantation.

The book was issued under another title, we think, about thirty years ago. It is a little wonderful that so much of it still stands as then it stood. R. J.

READINGS FROM THE GREAT HISTORIANS. Volume V. European History (A.D. 400-1789). Harrap, 5s.

Other volumes in this series have already been noticed here. This is the first to deal with European History. "The aim of this series," says Mr. Mackie in his General Introduction, "is to rebuild the bridge between the school text-book and what, for lack of a better name, we call the great literary historians."

A visitor from another planet might innocently ask us: "Why should not your school text-books be a part of literature?" There may be no examinations on Mars. And a modern Frenchman might say: "Ah, and M. Duruy also!" He might have expected Brentano.

But it is a very interesting collection. R. J.

GREAT PEOPLES OF THE ANCIENT WORLD : by D. M. Vaughan, M.A. (Longmans. 3s. 6d.)

This volume is intended for children of ten to twelve years of age. It gives an account of the history of Western Civilisation up to the Persian Empire. The language is simple, and the method of putting much of the material into the form of life-histories of imaginary characters enables the writer to give a real impression of the lives of people like ourselves who passed their daily lives among interests very like our own. R. J.

STORIES FROM FRENCH HISTORY : by Eleanor C. Price. (Harrap. 2s. 6d.)

This is not quite history, not quite biography or romance, but a blend of the three. It makes interesting reading; and if one is inclined to question the proportional truth of the general picture which emerges, one can also reflect that in some degree such a question arises after reading most works on history. The method achieves, at least, a picture of some vividness. R. J.

THE WAY OF HISTORY. Book IV. 1815—Present Day : Kenneth Bell. (Collins' Clear Type Press. 3s. net.)

I have seldom read a more interesting elementary school text book, and this is because the author does not confine himself simply to facts, nor in his theories does he attempt to talk down to his readers. Nor is it merely a history of wars and elections, but the social life of the time as expressed in its literature, plays its proper rôle. Perhaps this volume is written so interestingly because its author has been excited enough himself to be occasionally unfair. The following description of Tennyson (though I for one heartily disagree with it) shows in what the real strength of the volume lies: "In sweet and musical verse he expressed the ideas and feeling of the time, celebrated the charge of the Light Brigade, discussed the new theory of evolution, used metaphors from railway travelling, and described the romantic legends of King Arthur in a way which reminded people of the Prince Consort." In fact, this is that queer paradox, a text-book with personality. H. G. G.

AN OUTLINE OF ANCIENT HISTORY TO A.D. 180 : by Mary A. Hamilton and A. W. F. Blunt. (Oxford University Press. 3s.)

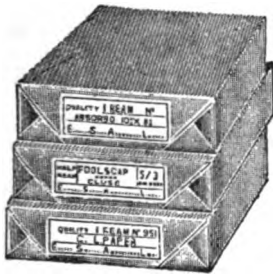
This book has been formed by adding to Mrs. Hamilton's "Outlines of Greece and Rome" a section on the Ancient East, by the Vicar of St. Werburgh's, Derby, making a complete sketch from about B.C. 5000 to A.D. 180. The volume is amply and fittingly illustrated; it has a series of maps that are not spoiled by overcrowding, a chronological outline in parallel columns for Asia, Egypt, Greece, and Rome; and an index of proper names.

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(Continued on page 106.)

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The book has to be read somewhat closely if the argument is to be followed, but the reader is assisted by a clear style and some useful maps. That of the Dee Valley, with Offa's Dyke, is particularly good.

Major Godsall has dug up a subject almost forgotten. It is rather a curious fact that we should have so little interest in the details of the English conquest of Britain; but, whether happily or unhappily, it is a fact. R. J.

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Physics.

INTRODUCTION TO THEORETICAL PHYSICS: by Arthur Haas, Ph.D. (Professor of Physics in the University of Vienna). Translated by T. Verschoyle, B.Sc. (Volume I. pp. xiv+331. Constable. 1924. 21s. net.)

This book, which has been compiled by the author from lectures delivered at the universities of Leipzig and Vienna, has now reached its fourth edition on the Continent, and this fact speaks well for its importance and popularity in the scientific world. English readers should be grateful to Mr. Verschoyle for providing this translation from the German text, and cannot fail to benefit greatly from a close study of the material dealt with in its pages. In the preface Professor Haas states that the object of this book is to give "an exposition which, while modern in treatment and outlook and not too comprehensive, would give a survey of the present state of theoretical physics as a whole, so as to lead to an exact understanding of the fundamental principles and the chief problems of the science, without going too far into details." So well does he succeed, and so lucid is his exposition, that, as Professor Donnan says in his Foreword, "we can pass through and understand the great luminous building without painful effort."

The complete work covers the whole range of theoretical physics, but the present volume only deals with the "Classical" portions of the subject, *i.e.*, those portions which "can be derived independently of all atomistic hypotheses." This volume itself is divided into two parts, which, broadly speaking, are devoted to Mechanics and Electromagnetism respectively. A uniform vector notation is adopted throughout, and several pages at the beginning are given up to an explanation of vectorial quantities and the elements of vectorial algebra. The mathematical calculations necessary to any argument are always given in full, and those dreadful bugbears of the non-mathematical reader "which follows at once" or "which is easily seen to be" are thus avoided.

Perhaps the most valuable chapter in Part I is that on the general theory of vibrations and waves. It is extremely well written, and the differential equations for damped and forced vibrations, and plane and spherical waves are dealt with in an attractive manner. In any subsequent edition, however, it might be well to amplify the section on resonance, for this phenomenon plays such an important part in modern physics. Two excellent chapters in this part deal with the general theory of vector fields, and the theory of potential, while the others are devoted to mechanics. Part II is headed "Theory of the Electromagnetic Field and of Light": it treats of the fundamental properties of light, electricity and magnetism, and also Maxwell's Electromagnetic Theory of Light. Some sections in this part are of greater difficulty than the rest of the work and can be omitted by the reader if desired without his losing the thread of the argument.

In concluding this review it is necessary to offer one or two criticisms. The task of a translator is a thankless one at all times; he has to choose between two evils, either keeping so close to the original that the foreign idioms get translated word for word, or else departing so far from it that he is in danger of losing the author's meaning. Mr. Verschoyle evidently inclines to the first school of thought, for he uses such expressions as "indifferent equilibrium" instead of the usual English term "neutral equilibrium"; also he employs the ugly notation with an asterisk as a power index over a letter, when there is absolutely no need to do so. More annoying is the habit of putting a very large number of words and phrases into italics. Italics should be kept for rare occasions, otherwise they lose their importance and the eye passes them over without special notice. An extreme case of this is given below taken from page 210, where the subjects of magnetism and the electromagnetic constant c , are first introduced.

"We now come to the *second fundamental law of the theory of electricity*, alongside the law of electrostatic attraction, and it may be expressed in the following words:—*Two closed electric currents exert on each other a mechanical force which is equal to the Coulomb distance force between two double-layers encircled by the currents*, provided that the *density of moment of each double-layer is made equal to the quotient of the current and a universal constant*, which proves to be a *velocity of 3×10^{10} cm./sec.*"

The author goes on to define the "double-layer" as a magnetic shell, and then proceeds upon normal lines, but the sentence quoted shows the danger of putting too many words into italics, and also the diffuseness which sometimes attends a too rigorous adherence to the original text.

The second volume of Professor Haas' work which is to be published shortly is to deal with Atomic Physics, and its advent will be awaited with eagerness by scientific workers in this country. R.S.M.

PHYSICS: A TEXT-BOOK FOR COLLEGES: by O. M. Stewart, Professor of Physics at the University of Missouri. (Ginn and Co. pp. 723+viii. 17s. 6d. net.)

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It is to be hoped that no such fate overtakes the book now under review, for it is most decidedly above the average, and should prove of great service to those who want an interesting account of the elements of physics. The ground covered is rather more than that required for the Intermediate examinations at our Universities, but it is a book which could well be put into the hands of pupils in the highest forms at school, as the subject is dealt with in a thorough way from the fundamental principles.

The author aims at setting forth "modern scientific method" to his readers, and his success is largely due to the number of very clear illustrations and discussions taken from what is usually termed "everyday life." There are some excellent problems to be worked out by the student; these will be much appreciated by teachers. R.S.M.

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NEWS FROM THE PUBLISHERS.

In the Junior Regional Series by J. B. Reynolds, **Messrs. Black** announce a new edition of Europe, while new editions of "The Three Southern Continents and British Empire" are now in the press, and will be ready shortly.

The Cambridge Press has in preparation a new edition of "Principia Mathematica," by Professor A. N. Whitehead and the Hon. Bertrand Russell. Volume I will be ready within a few weeks and will be followed in due course by Volumes II and III.

Misfortune, in the matter of title, has pursued Michael Sadleir's new novel. When, nearly two years ago, he started writing it, the name "Fidelity" was conceived and cherished. But, as the manuscript was going to the printer, Susan Glaspell's book appeared, and some alternative had to be found. The new name was "Obedience," and under that title the novel was printed, advertised, and all but bound. Suddenly, and with only a few days preliminary advertisement, a story called "Obedience" was subscribed and published by another firm. And so a second change had to be made.

The book is now entitled "The Noblest Frailty" and has just been published by **Messrs. Constable**. The final title is taken from Dryden's lines "Love's the noblest frailty of the mind."

Messrs. J. M. Dent and Sons have just published twelve new volumes in "The King's Treasures of Literature." This brings the total number of titles up to one hundred and twenty-seven.

Messrs. Methuen have just published in their series of French Plays for Rapid Reading, "Le Monde où l'on s'ennuie," by Edouard Pailleron. The purpose of the books in this series is to afford students a selection of good modern dramatic work at a cheap price. Each volume contains an introduction and brief notes.

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APPLICATIONS are invited for the post of HEAD MASTER of WEST LEEDS HIGH SCHOOL. Applicants must hold a good degree of a British University, and must have had good Secondary School experience. The candidate appointed will be required to take up duty in September next. Initial salary, £750 a year.—Forms of application, which must be returned not later than 14th March, together with further information concerning the School and the nature of the post, may be obtained from JAMES GRAHAM, Director of Education, Education Department, Calverley Street, Leeds.

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The Governors invite APPLICATIONS for the post of HEAD MASTER of the SEVENOAKS GRAMMAR SCHOOL. (See advertisement under Posts Vacant, Page 74.)

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- 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.
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THE
EDUCATION-OUTLOOK
AND EDUCATIONAL TIMES

APRIL, 1925

NOTES AND COMMENTS.

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

The Coming Estimates.

In a recent speech the President of the Board of Education was at pains to point out that an apparent reduction in the estimates of the Board for the coming year must not be taken to imply any desire on his part to reduce educational facilities. He stated that during the past few years the money assigned to the Board has, in fact, not been entirely spent, and that the reduction which is proposed means nothing more than the intention to budget more closely and so to avoid having a credit balance which automatically goes to the repayment of the National Debt. In this speech we find a state of things disclosed which gives support to the economists who are demanding that each of the State services shall be strictly rationed, being told how much money they will have to spend and enjoined to spend it to the utmost possible advantage. One merit of this scheme might be that we should find it possible to remind those who criticise our educational system that there is a relation between what we are prepared to pay and what we are justified in expecting. Our total outlay on State schools is very large, but the expectations of certain critics could not be met even if we were prepared to spend double the present amount. Some of these critics appear to think that by compelling children to attend for a few hours per day to receive instruction we may justly expect that they will be transformed into competent clerks or efficient manual workers.

Lord Rothermere—Educationist.

With the help of Mr. Harold Cox, who is a resolute sceptic concerning all forms of State activity, Lord Rothermere recently conducted a private investigation into the work of London elementary schools. He advertised a vacancy in his business house, and invited the applicants to answer certain questions which had been drawn up by his distinguished fellow investigator. There were twenty-six candidates, and it was stated that their replies to the questions revealed a deplorable ignorance and proved that the public is not receiving value for the money spent on the schools. This conclusion is by no means warranted by the test or by its results. The twenty-six boys who competed were not representative of what the schools actually produce. In London there are two forms of selection by which the best pupils are drafted off to secondary or central schools long before they are fourteen, and of those who are left behind the brightest and most promising have no difficulty in obtaining situations. They do not wait in idleness until Lord Rothermere chooses to advertise for their services. Having these things in mind, any instructed critic would have said that the results shown were surprisingly good.

A "Model Curriculum."

Lord Rothermere is now engaged in an attempt to secure the formulation of a model curriculum for elementary schools, and he has offered a prize to teachers who are willing to help him. This half-baked project is characteristic of the kind of mind which thinks of education in terms of knowledge to be assessed by Mr. Harold Cox. It is true that there can be no real education without knowledge, but it is impossible to think of knowledge apart from the circumstances in which it is gained. No changes in the curriculum of public elementary schools will of themselves serve to offset the disadvantages of unsuitable and insanitary buildings, starved equipment, ill-qualified teachers, and overcrowded classes. The educational merits of the old universities and of the public schools are not to be found alone or even mainly in the syllabus of the degree courses or in the range of subjects taken for the School Certificate Examination. They are the product of many influences, including tradition, standards of social life, a corporate spirit which is constantly nurtured by the attendant circumstances of the place and the pursuit of healthy exercise in playing fields such as no elementary school in the country possesses.

Organization and Schools.

It is true that to provide for all our elementary schools the amenities of a public school would cost far more than the nation thinks it can afford, but since these things are not provided it is manifestly unfair to expect that the elementary schools will be able to make bricks without straw. Better bricks might be made by the application of certain principles which have come to light during recent years. It is now generally accepted that somewhere between eleven and twelve years of age there comes a natural break in the child's mental development such as should be provided for by a change in our present organization. Some such change was foreshadowed in a recent circular of the Board of Education, but from a reply made by the President in Parliament it would seem that the change is not to be enforced. It is merely to be suggested to the Local Authorities. Whenever it is made it should not be carried out merely for the purpose of getting rid of teachers of experience and replacing them by others at lower salaries. Subject to this equitable condition, we ought with all speed to convert our elementary schools into junior schools for pupils up to eleven years of age or thereabouts, providing for the older pupils a further education in central schools and secondary schools.

The Qualifications of the Teacher.

The proposal to provide higher education for every child in the country will involve a reconsideration of our present standard of qualification for teachers. At present we are too much obsessed by the idea of a single qualification and form of training for teachers in public elementary schools. Even teachers themselves in such schools sometimes speak of the "Government Certificate" as if it were a hallmark of complete efficiency and a terminus of all learning. In its present form the Certificate may be gained by any one of many routes. It is, in fact, little more than a licence entitling the holder to take control of a public elementary school, although it retains for many minds something of the old suggestion of a diploma indicating the possession of a definite body of knowledge. The Certificate is also taken to imply a measure of technical efficiency in teaching, although in the past it has been granted to teachers who had not taken any formal course of professional training but had merely passed an external examination conducted by the Board of Education. It would be a help to clear thinking if we could separate the consideration of the teacher's intellectual equipment from that of his professional training, encouraging him to acquire the former by any agencies, such as the universities and other places of higher education, where he would meet fellow students destined for other callings, while requiring him later to go through a course of training in teaching appropriate to the kind of teaching work which he proposes to undertake.

The Salaries Award.

Before these lines are in print the decisions of Lord Burnham as arbitrator on the question of teachers' salaries will have been made public. The secrets of the enquiry have been very carefully guarded and at the moment of writing nobody knows what the arbitrator's decision will be. Whatever it is we need not anticipate or even hope that it will provide a final settlement. Lord Burnham has been asked to build a permanent structure upon a foundation which is insecure. No method of salary payment for teachers can possibly be permanent if it rests upon the present artificial distinctions between one type of teaching work and another. Graduates who are teaching boys of twelve in public elementary schools cannot be expected to view with lasting satisfaction any arrangement which treats their services as less valuable to the community than are those of graduates who are teaching boys of twelve in secondary schools, nor will any similar anomaly endure as part of a permanent settlement of the salaries difficulty. Sooner or later we shall be driven to consider the possibility of establishing a basic minimum rate for all qualified teachers, with additions justified by such factors as local cost of living, experience, and special responsibility. We shall probably have to make many experiments and adjustments before a scheme sound in principle is arrived at, but the effort will be worth while since it will lead to that orderly and progressive solution of the salaries difficulty which Mr. Fisher was seeking when he established the Burnham Committee.

The late Miss E. A. Shekleton.

A correspondent writes: "On March 11th an announcement appeared of the death of Miss Emily A. A. Shekleton, M.A. Miss Shekleton, who joined the Association of Head Mistresses in 1900, was elected an Associate Member on her retirement from the teaching profession in 1920. She was first educated abroad, and later at Cheltenham Ladies' College and at Somerville College. After service on the staff of the Bedford High School, she became head mistress of the Bath High School, G.P.D.S.T., in 1898, and in 1907 she succeeded the late Miss Cocks at Redland High School, Bristol, where she entertained the Conference in 1914, welcoming the Association in her own name and also in the name of her predecessor. In addition to her service on the Executive and on Sub-Committees of the Association, Miss Shekleton was instrumental in the formation of the West of England Branch, of which she was President for a time. Her personal charm and the gracefulness of her speeches, both prepared and impromptu, will long be remembered. She was always ready to place her gifts, generously and unreservedly, at the service of her pupils and her colleagues in the teaching profession."

"IN A FINE (MODERN) FRENZY."

*Let me be thoroughly modern,
And write of the things that really do not matter
In lengths of chopped prose that masquerade as
verse.*

*Let me psycho-analyse
And deposit the scourgings of my mind upon the
page,
The musty old bones, the stale garbage and offal
of thought.*

*Let me write a poem
Iridescent,
Like the pool covered with spirogyra at the foot
of my garden.
So I shall be acclaimed
Thaumaturgic and architectonic ;
So I shall rank among the numbers of those who
count.*

*What will it matter if I
Turn my back upon the simple and true things ?
I must regard all things, all men,
With a permanent, perverse squint.
I must write as after a supper
Of lobster mayonnaise and strange liqueurs,
As though I were a marionette in a world of
marionettes,*

*Who mope and mow, and jig and dance,
Their brows pale with night-long watching and
their eyes feverish with unsatisfied
passions,
In a room where the curtains are drawn that
they may not see pure day.* FRANK DALE.

THE EARLY NINETEENTH CENTURY FACTORY CHILD.

By E. J. M. HAYNES.

Having had occasion recently to make a somewhat intimate study of conditions in the 18th and early 19th centuries in a typical manufacturing town, I have been much impressed with the struggle which a child who wanted education had to make at that period. The Royal Commission Reports on Employment of Children, 1816 and 1842, are full of interest.

Industry was beginning to attract attention from the Government; the conditions under which men and women, and particularly children, were working seemed to justify some interference, very tentative, it is true, but furnishing the beginning of the regulation, not only of hours of labour, of sanitary conditions and of wages, but also of education.

First as to working conditions. In the cotton industry hours were 15 or 16 a day, with overtime not infrequent. In the woollen and silk industries it was much the same. In the earthenware industry the day was nominally from 6 a.m. to 6 p.m., with half an hour for breakfast at 8.30 a.m. and an hour for dinner at 1 p.m., and a few minutes for "drinking" at 6 o'clock when there was overtime. In winter the hours were determined by the length of daylight, the first bell was to ring a quarter of an hour before it was light, and the last when the workpeople could no longer see. In the darkest days, from November 11th to February 2nd, candles were used. With overtime it was usual to cease at 10 p.m., but Wedgwood, son of the great Josiah, says that at his factory the time was altered to 9 o'clock because "it was represented to me that there was time lost between 6 o'clock and the hour of setting to work again, which I should probably be able to correct if I limited my hours of work to those which were at that time usual in the country," and he thought it better for a man "to go home to his family at 9 o'clock than to stay in the manufactory until 10." In cotton mills, where children were massed together in large numbers, no talking was allowed. All day long, an overlooker was told off to walk up and down to see that this rule was kept under pain of the whip. With the whip, too, children were driven during the last hours of their thirteen hour day, lest they should slack or doze. Unfenced, whirling machinery, with its incessant din, caused horrible accidents and death. Medical men, called in to testify to the effect of such work on children, said that a nine or ten hour day was sufficient for a child of ten years or under, but some medical men saw nothing amiss. A little earlier, Defoe thinks it a splendid thing to see the newly erected silk mills at Derby providing work for young children, and, travelling in another district, he cries out against children playing in the village street. In the earthenware industry children were seldom sent to work under seven—the age varied according to the labour available—and as each child usually worked with a separate journeyman, very often the father, punishment was administered by him. But the 10½ hours spoken of above was not the limit for these children's work. It was their business to prepare for the potters, to light the fires, to prepare and carry clay and water, to sweep, scrub and clean, work that was done before and after official hours, and during meal-times. The

wedging of clay, done by a boy swinging a mallet above his head and bringing it down on a lump of clay to knead it and prepare it for the potter, was commonly done as the child swallowed his dinner. Mould runners—boys who took the green ware from the potter's hand to the drying room with its temperature of 100 degrees F. and over—ran backwards and forwards all day in a bath of perspiration, at least forty-five miles a week. Boys, too, must sit up and feed the kiln fires all night. The manufacturers gave it as their honest opinion that were the labour of children to be withdrawn or curtailed the whole earthenware industry would be ruined, as men and women could not do their work without the child assistant; nor was there any shadow of a suggestion that the parents, let alone the father, ought to earn enough to keep his children. That young children must either work or starve was looked upon as proper. Asked if he did not consider children would be better with more freedom, the younger Wedgwood said, "Children would be altogether better if they had nothing else to do than to play and learn their lessons, but that is a condition . . . unattainable."

One would say that under all these conditions it was a physical impossibility for a child to learn anything; according to the evidence of their mothers and fathers they fell asleep over their supper, and had to be dragged out of bed to run to work, breakfastless. They were ill-nourished on potatoes, bread and "stir-pudding." Yet from statistics collected for the 1816 enquiry, it appears that of 235 children under ten years of age in twenty-six Stoke-on-Trent factories, 176 could read, and under eighteen years of 1,080 young people 914 could read and many could write. For a year or two perhaps, before beginning work, some attended Dame schools. In the Potteries, much influenced by Wesley, the Sunday School movement was remarkably strong and secular instruction was given. At this date the scholars in Sunday schools numbered 7,400. In Stoke, Hanley, and Shelton, there were day schools erected, or in course of erection, for 1,600 children, and some manufacturers provided a school and a master for their own workpeople, who paid a small sum, perhaps 2d. a week, for each child. There were certainly both facilities and desire for education, although what advantage could be taken of it after a ten to thirteen hour day and a seventy to eighty hour week is questionable. What might be learnt Mr. Robert Owen's extract from the General Register tells us:—

| Age. | Day. | Even'g. | Total. | |
|---------------------|------|---------|--------|---|
| Boys from 3—6 yrs. | 41 | — | 145. | Preparatory Class. |
| 6—10 " | 104 | — | | |
| 10—15 " | — | 124 | | |
| 15—20 " | — | 49 | | |
| 20—25 " | — | 1 | 174. | Arithmetic, Music, Dancing and Military Exercise. |
| Girls from 3—6 yrs. | 39 | — | 129. | Preparatory Class. |
| 6—10 " | 90 | — | | |
| 10—15 " | — | 220 | | |
| 15—20 " | — | 52 | | |
| 20—25 " | — | 39 | 311. | Arithmetic, Sewing, Dancing and Music. |
| — | 274 | 485 | 759. | |

Average Attendance : 622.

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.

VII.—LABOUR AND THE UNIVERSITY.

BY C. DELISLE BURNS, M.A., D.LITT.

Although only about six million out of sixteen million workers are in trade unions, it may be assumed that the trade unions represent the only conscious attitude and policy of the workers. We need not here refer to politics, for the trade union attitude is very much more comprehensive than that of any political party.

From the point of view of the workers, normal life is a continual effort to maintain a standard of comfort and enjoyment without any of the reserves of private wealth, and the method is joint action. But the trade union officials and some younger trade unionists have been for some time aware that joint action and the maintenance of a standard of life make it necessary to improve the education of the workers. This may be misunderstood. It is not a sense of inferiority nor any desire to become like the old gentleman in West End Clubs. The desire for education is mainly a desire to acquire the ability to obtain what one wants or to enjoy what one has ; it does not imply any admiration for the ideals of others. Hence in the trade unions, in spite of a very general desire for education, there is considerable suspicion of the Universities, and the representatives of University education have not hitherto shown any appreciation of the grounds for this suspicion.

It is quite useless to tell trade unionists of the beauty of Greek culture ; it is worse than useless to preach to the workers with the superior air of persons who instruct the ignorant. The workers are looking for something quite definite, and they will remain quite unmoved if you offer them what satisfied the Fellows of Oxford Colleges in the eighteenth century. Trade unionists want education in order to be better trade unionists and to achieve more effectually the purposes of trade unionism. If anyone assumes that these purposes are nefarious or dangerous, of course he will either deny education to the workers or offer them the sort of education they do not want. But Mr. Baldwin has recently indicated that a trade union is a form of public organization for the benefit of all concerned. It may therefore be suggested that the Universities should take cognizance of the demand for education in a new sense and with a new orientation.

The Universities have, in fact, made some attempts to meet new demands in their system of extension or extra-mural teaching and in the tutorial classes. That is all to the good. Even the Universities of the mediæval tradition have thus made some approach towards fulfilling a new function in the new industrial civilization, and the University of London in particular, which was itself born with the new type of civilization, is peculiarly well fitted to make advances in "adult" education. But the time has now come for a new kind of advance. Adult education is still conceived as supplementary, and in the minds of old-fashioned scholars it aims at making amends for the defective school education of the worker.

But it is possible to argue that the workers do not want an additional education ; they want a *different* education. The University ought to be able to provide real academic opportunities for scholarship and research available for the industrial workers. In the London area there are many railwaymen, postmen, printers, electrical workers and engineers who are young enough and intellectually vigorous enough to use a genuine academic training. Of course a new method of study and examination would have to be devised, for the traditional methods are too much affected by the needs of teachers and clerks. But there is no reason why the University of London itself, and on its "internal," not merely its extension side, should not provide a new system of academic education. Birkbeck College, which is now part of London University, was founded in view of the demands of the workers for instruction in the new sciences which attracted attention a century ago, and there is clearly an opportunity now for the development of this tradition.

The first step must be communication between the University and the General Council of the Trade Unions Congress. The Workers' Educational Association has already a close contact with the University, but there are other educational needs among the workers besides those normally represented by the W.E.A. The whole field needs exploration. The suspicion that the Universities are instruments for the domination of a social class must be allayed, and therefore the first move must come from the University.

But the University of London has many qualities which make it fitter for the new tasks than either Oxford or Cambridge. At Oxford Ruskin College has met some needs. But Birkbeck College in London could meet more, and perhaps the trade unionists might have plans of their own for the academic training of some of their members if the University showed itself willing to strike out in a new direction.

The end in view must be quite different from that of the early industrialists. We do not propose a plan for making the workers produce more, nor a plan for transforming a good engine-driver into a bad clerk, nor a plan for making the sons of postmen into teachers. We must devise a system of education which fits the needs of the workers in a new kind of civilization and gives them the opportunity of developing in their work itself the finest abilities they may possess. We all know the difficulty of part-time studies and the obstacles which a manual worker has to face if he is to pursue academic learning, but experience has shown that in many different groups of workers there are some men and women capable of deriving benefit from strictly academic studies if a suitable method can be devised for meeting their needs. The University of London must rise to the occasion and strike out on a new line of educational policy.

REQUIEM TO WAR.

BY LORD GORELL.

Rest in thy gory grave, thou fiend ;
No longer Earth extols thee : thou art slain
By every wish that gilds the human heart !

Passion begot thee : Pity leaned,
An angel unaccompanied save by Pain,
From all the glorious company drawn apart,
Out of the heavens' silence at thy birth,

When on the infant earth

Cain stood red-handed where his brother fell
And mocking laughter rang throughout the vaults of
Hell.

Greed was thy mother : from her tongue
Into thy veins a stream of venom flowed—
Ah, in thy grave is it for ever dry ?

So oft resurgent thou hast flung
Thy cerements asunder and thy load
On fearful peoples with a mutinous cry
Hast bound again and stifled quiet breath

Boasting that Sleep, not Death,

Alone enthralled thee : yet than thee more strong
Above each burial rose Hope's eagerness of song.

Thou hadst an outward grace of old,
A glamour such as Youth is wont to wear,
A comeliness of vigour that allured

The free, the high-born, and the bold.
In pride of worship forth they went to dare
Cleft helms and shattered targes ; they endured
With lance and plume a gallantry of fight

In gleaming armour dight,

And glory veiled the anguish of the days
When in the moated halls the minstrels sang thy praise.

Now in thine age art thou revealed,
A molten fury in the minds of men
Insatiate for destruction : now thou art

Upon the blood-bespattered field
A Moloch fallen, never to rise again
Whilst the remembrance tightens on the heart
Of thy drab soul, as hideous as despair

Gaped through the poisoned air.

Horror and Grief have on thy breast been nursed :
For evermore sleep on, dishonoured and accursed !

Heaven seal thy slumber ! It is much
That thou art fallen, but that thou awake
No more to wastage, need has Earth for all,

Soul-guarded from thy spirit's touch,
Above the old a nobler faith to make :
So shall thy summons to oblivion fall.

If thought revisit thee, may it have wings
Of great rememberings,

The star-lit stairs of immortality,
The wreath of sacrifice that brave men found in thee !

Sleep on, dread fiend ! The age-long praise
Is withered now and on the songs of Peace
Thy terror's triumph faints : how fair will seem

Earth's course without thee in the days
When Love shall ripen and all hatred cease—
A poet's vision and a statesman's dream !
Frail are the hands of Hope that guide our barque
Across the storm-flung dark ;

Yet are dreams drawn to truth by thoughts of them :
Sleep on, sleep on ! Man's soul swells to thy requiem !

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

APRIL, 1850.

An Outline of Mr. W. J. Fox's Education Bill.

"It is proposed by this measure that the inspectors of schools should report to the Committee of Council of Education on the means of secular education existing in every parish of their respective districts, and that where a deficiency of these means occurs, the overseers of the parish are to receive orders to call a meeting of the inhabitants for the purpose of electing a committee of education consisting of from 5 to 15 members. The new body is then to prepare a plan for supplying the deficiency of secular education, subject to the approval of the Committee of Privy Council. It is proposed that in these cases schools should be established under the management of the local committee, in which all the children of each parish may be educated free of cost, the schoolmaster and mistress being allowed a clear salary of £100 a year for every 50 pupils. The local committee would have the power also of establishing infant schools for children under seven, and adult evening schools for persons above the age of 13. Prizes and certificates of proficiency would form part of the system. The expense of these provisions are to be defrayed by a school rate levied in the same manner as that for the poor. The local committee would be established in perpetual succession, and be entitled to purchase and hold land without the liability to stamp duties for conveyances. They would have the power of appointing and removing schoolmasters and mistresses, and be required to furnish annual reports of all their proceedings, and accounts of their expenditure and receipts, from which the Committee of Privy Council would draw up a yearly report of the whole state and progress of secular education in England and Wales. Where no such committee has been elected, or the plan proposed by them is disapproved, it is provided that the Committee of Privy Council should act instead of the local committee."

THE PHILOSOPHY OF GRAMMAR: by Otto Jespersen. (George Allen and Unwin, Ltd. 12s. 6d. net).

Any book by the learned professor of Copenhagen is certain to be stimulating. This is. Its 350 pages survey the whole province of grammar in a most interesting manner, and whether the reader agrees with all the doctrines and opinions contained in them, or whether he disagrees, he can hardly leave them without being wiser. In some respects the book is a continuation of the professor's "Language: its Nature, Development, and Origin," and while giving most attention to English Grammar, it investigates the general principles underlying the grammar of all languages. In more than one sense, says Professor Jespersen in his preface, a modern grammarian should be studying new things, and some of our education pundits who talk about and write about English grammar as if it were a matter of fixed rules might with much profit take a course of Jespersen. Opening the book somewhat at random, our eye caught the title "Proper Names"—and here the writer has something very cogent to say on the controverted question of their connotation. Students of logic brought up on Mill will have their faith in his dictum "Proper names are not connotative" somewhat shaken, and his modern critics, on this point at any rate, will derive valuable support from the grammarian. The book should certainly find a place on the shelves of every teacher of English.

A MOORLAND VILLAGE.

BY ERNEST YOUNG.

Tucked away in one of the hollows of the Northumbrian moors, about four miles from the source of the Derwent, is one of those quaint but unsuspected spots that suddenly leap to the eye of the pedestrian in all corners of the motherland. It is not easy to find, for from the tops of the heathery moorland that rolls horizonward in broad shallow waves there is no indication of this delightful little settlement, snugly nestling in the wooded hollow that the river has carved into the flanks of the spacious upland.

The nearest railway station is at Hexham, ten miles away, so that the pedestrian who does not reach the village in his stride, as it were, must face a twenty mile walk to discover its secrets. Motor chars-a-bancs and even motor cars are none too attentive to the charms of the moorland retreat, for all the roads that lead to this abode of peace are steep and stony.

Blanchland, the village to which I refer, is not inappropriately named. In the first place the name has historical significance, for the canons of the abbey that was founded there in 1165 wore white gowns and *Blancalanda* was the name of their home in Picardy. But the name might have been bestowed only yesterday as a recognition of general cleanliness, for the houses are of greyish white limestone untouched by smoke and perpetually cleansed by the untainted rains that give life to and reveal the colours of the moorland and its valleys.

Here in Blanchland is one of those little places which time has left to us to show how man managed when transport facilities were limited and he had to depend on his own environment to satisfy most of his needs. For the moorland has no trees except in the little valleys, and timber is too scarce and too valuable to be used for the building of barns and houses. Stone on the other hand is plentiful enough, and merely requires to be quarried. So we have a stone village, greyish white in hue except where a growth of many years has given an ivy covering to some of the outer walls.

Houses, barns, hotels (there are two, though the population is a mere handful), fences, gate-posts, stiles are almost entirely of stone. Little wood is to be seen except in the doors, no bricks, and few slates. Most of the chimneys are now crowned with clay pots, but the Lord Crewe Arms still retains a chimney such as all the buildings must have possessed in bygone days. In the roadway are stone flags from the hillside and cobbles from the bed of the river, while on either side of the cobbles there are merely patches of bare earth where a few tufts of grass bravely manage to escape the trampling of the children's feet and suggest that green lawns would add to the charm of the spot.

It is not the seclusion, however, nor yet the stony cleanliness of Blanchland that distinguishes it from so many similarly placed and similarly built groups of homesteads in other parts of the country. Blanchland began as an abbey, and though the abbey was destroyed by marauding Scots in 1327 its influence and some few bits of the ancient buildings still remain. The houses are in fact largely built of the ruins of the monastic

buildings, and in the walls can be seen fragments of ancient sculpture—foliage, a head, bits of carved ornament—that have obviously no relation to the general design of the builder. And curiously enough, whether intentionally or otherwise, the village has been built in the form of a quadrangle with an extension on one side, and so suggests a college rather than the home of a few British peasants. On one side of the quad is a massive gateway tower that once gave entrance to the abbey grounds and is still used as an entrance to the village; it adds still further to the collegiate effect of the planning. The base of the tower, facing inwards, houses the local post office, where you can purchase not only stamps but soap and needles, bootlaces and groceries. Other remains of the abbey are visible in the Lord Crewe Arms, a comfortable hostelry that carries signs—A.A. and R.A.C.—of the approval of experts in the matter of the proper maintenance of men and machines. The hotel encloses what was formerly the kitchen and the prior's house, and retains an original chamber and an antique fireplace. In the recesses of the chimney, I was told, there is a room of considerable dimensions where refuge was possible in time of need. But the passage thereto is sooty and narrow, and I am a man of clean habits and considerable girth, so that I speak of this secret chamber but by hearsay.

ROBERT BROWNING: *HUMANIST*: Arthur Compton-Rickett. (Herbert Jenkins. 5s. net.)

WILLIAM MORRIS AND HIS POETRY: B. I. Evans. The poetry and Life Series. (Harrap. 1s. 6d. net.)

The first of these two volumes is an anthology, preceded by a critical introduction, the second "a biographical study . . . used as a setting for a selection of representative poems."

Mr. Compton-Rickett's introduction is interesting and readable, because he is an enthusiast. His enthusiasm leads him into a rather too extensive use of italics, and a rather unnecessary attack on "the young Georgian." It is about time that this bugbear was killed, and that people realised that Tennyson is still read with enthusiasm and that Browning stands higher now than perhaps he ever did before. There are few "young Georgians" who would agree with this writer that "The Lovers' Quarrel," one of the most technically perfect of Browning's poems, has "a rather stumbling rhythm." The anthology is interesting, as laying stress on the humanist as distinct from the preaching element in Browning's work, and the whole volume is an excellent example of good paper and good type, combined with cheapness of production.

Mr. Evans' book is intended for schools, and it is the best of its kind that I have yet come across. There is no effort to talk down to his readers, and the extracts given from Morris's poems are perfectly chosen for the awakening of the student's interest. There is no reason why Mr. Evans' essay should be confined to the schools. H.G.G.

For Holiday Seekers.

Those of our readers who are making arrangements for holidays at Easter or during the summer will find it useful to note that Messrs. Berryman and Short, Australia House, Strand, W.C.2, are authorised agents for all shipping lines and that they can arrange short sea trips on ocean liners, including voyages to Gibraltar or Marseilles and back for £20, or to places further afield. A summer trip to Jamaica and back costs only £60, while one to Egypt costs £35.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

XII.—THE PERSONAL TOUCH AND THE NEW PSYCHOLOGY.

My dear W.,

You speak of the difficulty in getting to know individually the 500 boys at your school, and ask me if I have any "tips" to give you.

I think my best plan is to tell you what I do myself. We have a system of red and black tickets. The red tickets are given for good work, both in groups of subjects and in single subjects, and entitle to a monthly "merit" half-holiday. These are brought up to me and I record them in my register. They help me to get to know the diligent and promising. Black tickets are given for bad conduct or continued bad work. These, too, have to be brought up to me, and help me to get to know the naughty and lazy boys (and incidentally the weak disciplinarians on the staff). The hardest problem is to get to know those who get neither red nor black tickets.

Then I get one or two interim reports in the course of each term. Masters are asked to report all boys who are doing unsatisfactorily in any subject. I call these up, speak to them and hear what they have to say for themselves.

At the end of each term the Form Masters collate the reports of all the masters taking their Forms, and to bring me summaries. These I discuss with the Form Masters, and I write myself "General Remarks," based on the summaries and discussions on the boys' terminal reports. This, with the large number of boys in the school, is a long and laborious task, but it is worth it, as the act of writing helps to fix the impressions gained at the interviews. I make notes at the time of any specially good or bad reports, and refer to them in the following term.

Further, I have the medical inspection done in my own room. Of all recent developments in education, medical inspection is, in my opinion, the best, and it is much to be regretted that there are still many secondary schools without any proper system.

So much depends upon a boy's physical condition that the school ought to have full knowledge of it. The medical inspection gives us this, and it is of inestimable value. Take this case as an example: a new boy was very severely reported on in an interim report: all the masters who took him called him "lazy" or "neglectful," or something of the kind. On the very day when I received that report, the doctor examined him, and pronounced him (though normal in appearance) anæmic and ill-nourished—poor chest, and not too good a heart. He forbade him to take any physical exercises, and us to press him. But for the doctor we should have made a bad mistake with that boy. When a boy is doing badly, and especially if he suddenly drops into bad work, the first thing should be to ascertain if there is any physical reason for it. I will give you a few extracts from our case-book:—

1. The Brittle Boy. The doctor reported that this boy might very easily break a bone through a knock or fall that would not hurt an ordinary boy. He advised me to come to an understanding with the father that he should not blame the school in case of breakage.

2. The Boy with Heart Disease. So bad was it that he might drop down dead at any time. I knew he had a bad heart (though I did not know how bad) when he was admitted, but his mother begged that he should be admitted on the ground that he would be much happier at school than at home. As he was her only child and she was a widow, the doctor advised me to come to an understanding with her also. "Otherwise," he said, "if he dies in school, the mother may say 'if it had not been for that horrible school, my poor boy would be still alive'—very unjustly, of course, but very pardonable also." A very difficult interview it was. Fortunately, the boy did not die in school.
3. The Boy whose Eyesight Suddenly Failed. The doctor had an inspiration. He said to himself, "This is consistent with the after-effects of diphtheria, in spite of his seeming quite well." He took a swab of the boy's throat, which confirmed his impression. The boy was properly isolated and treated for diphtheria and his eyesight returned.
4. The Boy with Enlarged Thyroid. He came in with a scholarship. The report from his previous school with regard to his conduct was moderate only, and I wrote for particulars. I learned that every now and then he would break out mysteriously and give his masters a lot of trouble. In between these outbreaks he behaved excellently. When he entered, I told him of the report I had had from his previous school and warned him. He went on all right until the day before the medical examination, when he behaved outrageously. I punished him the more severely as he had disregarded my warning. I told the doctor the above facts before he examined the boy. After the examination the doctor said, "The explanation is obvious—he has an enlarged thyroid." I said I had never heard of such a thing, so he called the boy back and showed me what it was. "Well," I said, "what an earth has an enlarged thyroid to do with his conduct?" "Everything," he replied, "the mentality of all persons who have an enlarged thyroid is very peculiar. When I was in private practice I knew a man with an enlarged thyroid, who was happily married and devoted to his wife, but sometimes he would throw plates at her at dinner. It took me some time to convince her that he really was not to blame." This knowledge helped me in my treatment of the boy.

There is always something to learn, and in my more optimistic moments I hope that by the time of my retirement I shall have learned how to run a school properly.

Yours ever, T.

My dear W.,

The "tip" that T. has been giving you about interviewing boys of special merit seems to me an admirable one, and I propose to avail myself of it. The card

interview plan fits in with a scheme we have here of a school record book. We use the card index records for pupils in the school, and when they leave we transfer the entries to the school record book. This book shows the name of the pupil, date of birth, date of entry, date of leaving, form reached in the school, any scholastic or other successes gained, and also *subjects in which the pupil showed special proficiency*. A space is left for subsequent career, and this we fill in as we receive information about it. It is indexed and numbered and we keep the same index number for each pupil as in the loose-leaf register of the Board, so that at any time we can turn up a record of a pupil. We have found this form of record extremely useful. You will notice its liberal forgetfulness of weak subjects. It is much more interesting to know how far the school record is prophetic of success. Here are a few typical extracts of the last three headings:—

| No. | Form reached. | Subjects of Special Distinction. | Subsequent Career. |
|------|---------------|----------------------------------|---|
| 775 | VI | English | B.A. 1st Class Honours (English). Now Teacher of English in an Egyptian College. |
| 641 | V. | Drawing | Architect. Gained 2nd award in design for National Theatre. Finalist in Prix de Rome. |
| 1131 | VI. | Geography Zoology Botany. | Higher School Certificate. B.Sc. 2nd Class Honours (Botany). Gained University Prize for Botany. Now Teacher of Botany. |

T. is quite sound when he refers to the value of the human touch. The school is a poor place unless it is warmed by human emotion. I have always thought that Minerva was a very stately and rather cold goddess to worship. It is on account of the *humanity* of the school that one values all those things that bring pupils and staff more closely together. Even a joke is a great uniting force. All who have shared in it are to some extent comrades. The other day, by great good fortune, a humorous incident occurred in which I was concerned. I had been taking one of the Upper Fourth Forms in English literature. We had been studying together Geraint and Enid, from the "Idylls of the King," and the reference to Sparrowhawk's "imperious lineaments" roused me to draw on the blackboard a sketch of a young and haughty face. Shortly after I had made a drawing as spirited as my limited artistic powers allowed, the bell rang and the lesson finished. Unfortunately I left the room without cleaning the blackboard in accordance with etiquette. The next to arrive was my senior History colleague, who took my place on the platform, saw some sort of drawing on the blackboard, jumped to an unnecessary conclusion, and in a lordly way asked "Will the young scoundrel who has been drawing on the board kindly come out and clean it off?" Of course the class were delighted, and my colleague missed the chance of a lifetime by not sending for me to erase my effort. However, the joke has kept the form in a good temper ever since, and

every time I approach the blackboard now there is a certain gleam of reminiscence in the eyes of the pupils.

We are just now highly excited in the school, because this afternoon we are having a football match—Staff *versus* Pupils—and the pupils are heartily enjoying the idea of shooting goals past the head of the Art Master, who is to be the staff goalkeeper, and who is far better at making sketches of football than at performing in the game.

If any reasonable joke occurs which connects staff and pupils in a healthy establishment there is no necessity for repression. Does not the new psychology tell us that things that are repressed and passed to the unconscious become primitive, infantile, and egotistical? The less they are recognised in consciousness the more archaic and infantile they become. If neglected they deteriorate and become hostile, but they have to be reckoned with. In serious cases they cause the disturbance medically known as neurosis.

I am satisfied that the more recent discoveries of psychology teach us to widen the curriculum, and give opportunities of all kinds. I have been amusing myself by turning Jung's monumental work on psychological types into diagrams for my own purposes. If you use *shape* in the diagram to show the prevailing over-riding type of mentality I have found it convenient to use a triangle as typical of the extravertal (see my last letter) and a circle as the shape to illustrate the introvertal. Jung thinks that the types are further concerned with differentiation in function, intuition, sensation and judging being the main differentiations. It occurred to me to use in my diagrams blue for intuition, red for sensation, yellow for judgment. This has the advantage of showing how the secondary differentiation of feeling and thinking are brought about. According to Jung, feeling is sensation plus a certain judgment on it, so that feeling in my scheme would be appropriately orange, or a mixture of red and yellow. Further, thinking is intuition plus judgment, so that the thinking type would be illustrated by a green circle or triangle. You might tell me what you think of the scheme.

What I seem to get out of this psychological differentiation is the necessity for all-round development—

"It is the heart and hand and brain
That to the highest do attain"

—which is a slight modification of a well-known couplet—seems so true to me, and we are too often so much concerned with thinking that we forget the emotional work. I am also quite persuaded that workshops and art rooms and opportunities for the objective are a necessary part of the school equipment, and that every man should be trained to think with his hands as well as with his head. One is always admiring the Jews, who allowed their sons to learn a trade. A university student of the East, who was also a tent-maker, changed the history of the world.

My ideal pupil plays football and cricket, plays the piano, is an amateur actor as well as an enthusiastic user of the school library. You may perhaps think that this is an account of an eight-cylinder engine form of education. It has certainly got more power and variety in it than the old monastic literary course.

Yours ever,
B.

EDUCATION ABROAD.

EDUCATIONAL PROGRESS IN FOREIGN COUNTRIES SINCE THE WAR.

BY G. MORRIS.

In the following brief survey will be found a description of the educational aims of some of the leading nations, showing how educational developments have been affected by the War.

In all the most important countries of the world notable educational movements have manifested themselves since the war, nearly all of them with a distinctly democratic tendency.

FRANCE.—The elementary schools in France have recently been linked up with the lycées. In February, 1923, the authorities were notified that the primary education certificate would be divided into two parts, the first examination to be passed by the child at the age of 11 and the second at the age of 12. A further decree a few months later indicated that pupils from the lower sections of the lycées and from the primary schools would only be able to enter the lycées by competitive examination. Facilities were to be given to older elementary pupils who wished to enter at a later stage, but only on condition that they took Latin and Greek. There is much controversy in regard to the learning of Latin, though considering the strong connection between French and Latin, perhaps this is not such an extraordinary condition as would appear at first sight.

AMERICA.—An extremely important educational measure is now being debated which, if passed, would—

1. Create a department of education with a Secretary in the Cabinet.
2. Create a national council of one hundred representative educators and laymen. (By this council effective means would be provided whereby the best educational thought and practice would be pooled, the actual control of education remaining as at present.)
3. Encourage the States by Federal aid to meet five educational needs of national importance, viz. :—
 - (a) The removal of illiteracy.
 - (b) The Americanization of the foreign-born.
 - (c) Promotion of physical education.
 - (d) Training of teachers.
 - (e) Equalization of educational opportunities.

GERMANY.—A law allowing for the establishment of primary schools where every child, no matter of what rank its parents, is obliged to spend the first four years of school life, was passed in April, 1920, though it did not come into operation till May of last year. Many socialistic ideas are being adopted in these schools, an important democratic change being the abolition of the former history text-book; history has now to be taught from a new point of view, the glorification of war and the rise and fall of dynasties no longer forming a nucleus. In addition, other laws concerning the welfare of the child have come into operation—viz. : (1) Law for the protection of children; (2) Children's Courts; (3) Law to prevent the sale of alcohol to young people under 18. The financial state of Germany is preventing the carrying out of many desirable measures.

AUSTRIA.—Under the new Social Democratic Government a special section for educational reform has been added to the Ministry of Education, none but prominent

educational experts being appointed. "Chambers of Teachers," with direct influence on educational legislation, are recognised, and, for the first time, the whole teaching profession is united in an official body. Parents' Unions have also been started, and these form a very important feature of school life, the parents being practically solid on the side of modern thought, apart from party politics. In the election for Parents' Councils in Vienna, in 1923, the Clericals fought against school reform, but the result showed that 96 per cent. of the Viennese parents were in favour. The present arrangements for education in Austria are as follows:—

Grade I—the "Lower School"—ages 5 to 9, with special classes for the backward, defective and deaf, and special classes for music, drawing, nature study and handwork.

Grade II—the "Middle School"—ages 10 to 13, with two sets of classes according to mental capacity.

Note.—Both grades I and II are compulsory.

Grade III—for pupils 14 to 17 years of age. They include technical schools and high schools.

Grade IV is supplied by the universities.

It is understood that the reorganisation of Grade I schools is complete, and that that of Grade II is in hand.

There is, too, a new school curriculum which, in the main, fixes the general objective of the teachers' work, though leaving them free as to method. The teaching is very informal. The new methods have been taken up with enthusiasm, conferences are favoured and educational periodicals are alive. There is a very hopeful tone at present in Austrian education.

ITALY.—A new educational programme has been drawn up for Italy, in which the aim of the Minister of Education is the expansion of primary schools and the establishment of schools to give specialized practical training varying with the needs and characteristics of each region. The programme is intended to act as a guide, and the results that will be expected at the end of each scholastic year are indicated, the teacher being left free to employ his own methods for arriving at them. Gardening, manual work, gymnastics, games, and the inculcation of cleanliness and health are to be taught in the Infants' Schools. One of the most important changes embodied in the Code is the place given to art, especially drawing and singing, which are laid down as the very foundation of all education in the elementary stage; the suggestions for education through music are enlightened and are based on wide knowledge and appreciation of what is best in modern methods and of children's natural attitude to music. With regard to drawing it is stated that the great thing is that the child should express himself through this subject as best he can, and that accuracy will come by degrees in the course of development. Story telling, the interpretation of poetry, and simple dramatization are included. After these come reading and writing, for the early stages of which Montessori methods are approved.

Observation and description of natural phenomena, together with grammar, spelling and dictation, are stressed; games are warmly encouraged, and the advantages are shown of providing one playing field in common for several types of school. Domestic studies are given a place of honour in the programme, the cleanliness of the classroom being the responsibility of the pupils. In place of the former minute instructions as to text-books, only the very widest advice is now given by way of classes and types of books.

The new programme, which, for Italy, is very progressive, is already in force, with the exception of certain clauses respecting religious teaching—these being optional until next year.

FINLAND.—In speaking of Finland it must be remembered that she has only now attained political autonomy, and the measures which are authorised are therefore interesting. The provisions of the law of July, 1921, mark a distinct epoch in the educational life of the country. They concern:—

(a) Compulsory education in the folk-schools.

(b) Compulsory continuation classes.

The latter are considered by enlightened opinion in Finland as constituting the fundamentals of a thorough reorganization of the educational machine. Children of Finnish parents living more than five kilometres from the nearest school, and mentally defective children, are exempt; but special arrangements are being made for the latter.

The school age is seven to thirteen; but if a satisfactory status has not been attained, then the children must remain at school till fourteen.

SWEDEN.—In 1918 an Act was passed establishing schools for practical training, including continuation schools, which aimed at providing instruction for two or three years for those who had left the elementary schools. These schools, however, were not popular. In the same year as the passing of this Act a Royal Commission on Continuation Schools was appointed, and its report was issued in 1922. The important point to notice here is that a series of advanced proposals for co-ordinating elementary and secondary education is contained in the report, and controversy is now being waged between the champions and opponents of reorganization. The result has yet to be seen.

SPAIN.—The Spanish Government has just earmarked for the purpose of elementary education an extraordinary credit of 1,500,000 pesetas. Most of this sum is to be devoted to the appointment of 590 new teachers; 40,000 pesetas is to go to the building of new schools, and the remainder to other educational purposes.

ROUMANIA.—A School Reform Bill has been introduced in the Roumanian Parliament. It provides that after four years of school attendance, the elementary school child must either enter a higher grade school or attend continuation classes. This represents a distinct advance for Roumania, where four years was formerly the limit for elementary education.

EGYPT.—The Egyptian Government has appointed a Committee to consider the possibility of introducing compulsory primary education in the near future. A scheme has been drawn up, and the Committee is to

report as to its practicability. If an adverse decision is reached, it will be part of the Committee's work to frame an alternative plan. At the present time less than 12 per cent. of the male population, and only 2 per cent. of the female, have received any education whatever.

RUSSIA.—In 1921 there were 82,397 elementary schools attended by 6,860,000 pupils, while 200,000 infants were provided for in kindergartens. The State, however, found itself unable to bear the burden of expenditure, and when the new economic policy was introduced all elementary schools were transferred from the State budget to the local authorities. The authorities were not in a position to pay, with the result that a general closing down of schools followed. In October, 1922, the number of schools had fallen to 55,000 and the number of scholars to 4,750,000. When, however, it is remembered that under the Czarist régime 90 per cent. of the peasants were totally illiterate, it would appear that much has been achieved educationally since the revolution. It is understood, too, that recently the Council of the People's Commissaries has issued a decree for the preparation of an all embracing plan for the introduction of compulsory education, the first measure of which was to be in readiness early in 1924.

TURKEY.—According to the latest advice, the public educational system of Turkey is to be unified. The primary religious schools are to be abolished and the secondary and other higher religious schools are to be placed under the Ministry of Public Instruction. The primary schools mentioned have done little to advance progress in the country, and it is understood that the curriculum of all the schools is in urgent need of revision. It is a hopeful sign that under the new regime attention has been so quickly concentrated upon matters educational.

GLEANINGS.

Child Labour in America.

In the "New Republic" (New York) there is quoted the following passage from a letter by one Calvin S. Slagle of Baltimore, written to the "New York Times."

It is reminiscent of the views of many of our own factory masters of a century ago.

"The Senate of the United States and the House of Representatives have passed another amendment to the Constitution. This venerable document, regarded with pride by our forefathers, has become like a crazy quilt . . . The object and purpose of this amendment is to give Congress authority to enact laws for destroying the evil of child labor and to protect helpless children . . . This is the most extraordinary power even given to a Government. It is unadulterated Bolshevism. Lenin and Trotsky conceived few ideas more revolutionary than this . . . It implies the destruction of parental authority and the life of the family . . . Child labor is an evil, no doubt. It requires little observation to learn that child idleness is also an evil of vast proportions. More children are ruined by idleness than by labor."

THE HEBREW UNIVERSITY IN JERUSALEM.

BY HENRY J. COWELL.

In the opening of the Hebrew University in Jerusalem (which takes place on April 2nd) there will have been realised a dream which has been cherished for a generation. As far back as the first year of the present century the Fifth Zionist Congress called upon the Executive to examine the possibility of founding a Jewish College in Palestine. By 1914 negotiations had been entered into for the purchase of a site (including a house built by the late Sir John Gray Hill) upon Mount Scopus, and the transaction was just completed when the outbreak of the war placed a bar, temporarily, upon further progress.

In November, 1917, Earl (then Mr. A. J.) Balfour issued his famous declaration of sympathy with Zionist aspirations, definitely stating that "His Majesty's Government view with favour the establishment in Palestine of a National Home for the Jewish people and will use their best endeavours to facilitate the achievement of this object." These words indicated not only the official decision of the Government but gave expression to Lord Balfour's personal convictions and wishes. Dr. Weizmann, the prophet-leader of Zionism, had convinced the eminent British statesman, years before, that only in the land intertwined with the history, the traditions, the most sacred memories and the most cherished hopes of the Jews could they expect to establish a "National Home."

So in hope and in faith there was laid, before the end of the war, *i.e.*, on 24th July, 1918, a corner stone and twelve foundation stones of the new university (symbolical of the twelve tribes of Israel). Amongst those present at this impressive ceremony were General Allenby and his staff, representatives of the French and Italian armies, the Chief Rabbis of Jerusalem, Cairo and Alexandria, the Anglican and Greek Bishops, and the Grand Mufti.

Dr. Weizmann on that occasion indicated that, while the new university was meant to be a "unifying centre for Jewry's scattered elements," and to form "the focus of the rehabilitation of the Jewish consciousness," the institution was conceived in the broadest spirit of catholicity, for not only was it to study the ancient language of Israel and the language and civilizations of the East, but it was to comprehend modern science and the humanities—in fact, "everything that the mind of man embraces." Moreover, while the university is to maintain the highest level of scientific research and to be "up-to-date" in every possible way, it is not to be limited to those possessing or aiming at any particular grade of knowledge, for it is to be accessible not only to the usual run of university student but to the artisan, the agricultural labourer, and, indeed, to all classes of the people.

Nor must it be thought for a moment that the university, avowedly pro-Jewish, is anti-Gentile. "The Jewish University," says Dr. Weizmann, "though intended primarily for Jews, will give an affectionate welcome to the members of every race and every creed. While the official language at the university is to be Hebrew, and while the paramount idea is to establish an institution representative of the interests of the

Hebrew race in general, there is to be no barrier of colour, caste or creed. Indeed, the nationalism of the Jewish race is not to antagonize, but to contribute to and conserve, internationalism in its deepest and broadest sense. The new institution is to be "a place for study and teaching without fear and without hatred, thus deepening the Jewish spirit, so that this spirit may in turn deepen the spiritual life of mankind as a whole." So the work of the university will combine happily two important features—intensive Judaism and extensive catholicity.

A fine start has already been made, as there are at the present time four departments actually at work. These four branches are: (1) A Research Institute in Microbiology (with which is associated a School of Tropical Medicine and Hygiene), for fundamental research into bacteriology, serology, immunity and other phases of experimental medicine; (2) A Biochemical Institute, to cover (a) research work in the whole sphere of organic chemistry, (b) research work in the whole sphere of biochemistry or physiological chemistry. Each of these institutes has its own properly equipped laboratory. (3) An Institute for Jewish Studies, conceived of as "a centre for promoting the knowledge of Hebrew and cognate languages, Jewish literature, history, philosophy, and institutions both from the cultural and the comparative points of view"; (4) a library, already numbering more than 80,000 works, to which the British Museum, the New York Public Library, the Governments of France, Italy, and Czecho-Slovakia, and many other donors, both Jewish and non-Jewish, have contributed.

The establishment of the university is attracting attention not simply from patriotic Hebrews all over the world but from similar institutions in this country, on the Continent, in the Middle East, and even across the Atlantic. Universities which are to be personally represented at the brilliant opening ceremony include Aberdeen, Belfast, Cambridge, Edinburgh, Glasgow, Liverpool, London, Amsterdam, Frankfurt, and Groningen. Other institutions also to be represented in person include the Anglo-Jewish Association, the British Medical Association, the British Museum, the Cambridge School of Archæology, the Royal Institution, the Royal Society, the College de France, and the Swedish Academy, and many other universities and learned institutions.

NEW REVELATIONS IN ASTRONOMY AND GRAVITATION (WITHOUT MATHEMATICS): by W. H. Parkes. (Published privately. March, 1925. pp. 32. 2s. net.)

It is somewhat difficult to write a critical review of this pamphlet, because the author declines to be bound by any of the commonly accepted conventions as to the meanings of the words that he employs. Further, he puts forward many revolutionary theories. This in itself is no drawback, but unfortunately he fails entirely to produce any experimental evidence in their support. It is true that in the preface he states that he has not been able "to carry out the many expensive experiments involved in a scientific work of this description," but he makes no mention of these proposed experiments in the book itself, nor does he indicate their nature. R.S.M.

ART.

The artist as known to the profession is a man who works in the largest, barest and best lighted workshop he can find and afford. The artist as known to cinema frequenters works in an enchanted well of oak pillars and panelling, tiger skins and rich stuffs, old hanging lamps, swords, armour (all well polished and dusted), waxed floors and divans, Turkish cigarettes, filigree coffee cups and cocktails, and lovely women. One hardly expects to meet so beautiful an ideal in real life, but we are tempted to believe that Mr. Norman Lindsay, whose works are on show at the Leicester Galleries, is at least a distant relation. I do not suggest dissipation. I feel sure of the *corpore sano* portion of the motto and, indeed, when we read of his typical day at his self-designed home in the Blue Mountains—how he "rises early and works in pen and ink during the morning hours," how "for a change in the afternoon he will begin a water-colour drawing or put in time out of doors getting ready the supports for a life-sized equestrian group he has designed for his lawn," and how "in the evening he reads, retires early and writes a portion of his latest novel before he sleeps"—we realise we are in the presence of a man of stern and regular habits.

If I were asked if I thought that the mental outlook was unhealthy I should be in a quandary. There is nothing particularly objectionable about his nude female figures, not even with the addition of devils and monkeys, and yet, when those qualities which are necessary to a work of art, the æsthetic qualities, are scarce, other characteristics may stand out too sharply for our liking. Did I own one of these drawings it would not be because of the entry of a lay friend but of a brother artist's coming into the room that I should shove it under the blotting paper. Mr. Lindsay's facility is immense. I will not say his fancy is exuberant, for what he does he does over and over again, which is rather a different thing, but this power of continual repetition is very striking and the skill of these drawings may well rouse the interest of many like myself who do not like them at all.

Eric Daghish (Redfern Galleries) is, among woodcutters, a unique and remarkable figure whom it would be improper to compare with Bewick just because both have done woodcut illustrations of animals. With Bewick the first intention was pictorial, he was essentially a designer, as his little vignettes prove. With Daghish design is rather a slight and pleasant taste while first and foremost comes a passion for the animals he so much loves. Here you will find a biological determination for the accurate number and placing of the pin feathers on an owl's wing (I hope I am correct in this little technicality), and the naturalist's love for the correct crouch of a jaguar on a branch. He never draws just a cock, but a particular breed of cock, his frogs are of a known species and his woodpeckers are, we notice, of the "lesser spotted" variety. All his animals may be fitted with their correct Latin names. Arising out of this affection and fostered by a sensitive enthusiasm for his medium comes an original and pleasing technique. He grasps the possibilities of the white line which is an essential feature of woodcutting, and the variety of colour which its proper use engenders. Eric Daghish is unrivalled in this class of illustration.

RUPERT LEE.

MUSIC IN SCHOOLS.

BY J. T. BAVIN.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

NURSERY RHYMES (Col. 3331). The following notes on this record illustrate the many ways in which it (and others) may be utilised to bring out various points. The questions and suggestions aim at stimulating observation of expression, pace, pitch, time, the feeling for rhythm, tonality (the key-note), and the listening to details, repetition of phrases (the beginnings of form), etc. etc.

1. Can anything be heard in addition to the singing?
2. Is the tune jolly and fast or is it slow and quiet? (Contrast "Boys and Girls" with "Hush-a-bye Baby" or the two halves of "Three Blind Mice.")
3. Does any part of it get slower or faster?
4. Is it loud or soft?
5. Sing with this tune.
6. Clap (tap, or move the arms) to it.
7. Can we walk (march) to it, or do we feel rather that it makes us want to skip (gallop) or "dot and carry one"?
8. Do what the music says, march like a soldier, gallop like a prancing horse, etc., etc.
9. (When marching or dancing let them stand still whenever there is a break in the music.)
10. Divide the class into two parts, the first one moves (or sings) during the first half of the tune, and the other during the second half; this will prepare the way for recognition of phrases and sentences (it can be illustrated by curves on the blackboard).
11. What tune begins like this (sing to the children, e.g., the opening of "Oranges and Lemons" to loo—"loo, loo, loo, loo, loo").
12. Let them sing it to "loo."
13. Let individual children set the puzzle.
14. Now listen and then we will sing the same tune to some funny words "Soh Me Soh Me Doh." Tunes suitable for this exercise have the sol-fa mentioned in the notes given below.
Note.—Do not let all such exercises be in the same key—vary the pitch directly the words become familiar.
15. Tap the rhythm of a familiar tune and let the children name the tune.
16. Let the children in turn do the clapping for the others to name the tune.
17. Does the tune go up or down ("Dickory," "Jack and Jill," for instance)?
18. With your finger pattern the up and down of the tune.
19. Do the sounds go evenly or by longs and shorts? Illustrate by tapping.
20. Does the tune go by jumps or by steps? (Contour.) Illustrate on blackboard and by hand movement.
21. Show this by hand movement (singing the tune slowly)—jumps from one level to another, or gradual sliding up and down, and then on the blackboard. At first, distances will be roughly measured.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Annual Conference.

The Annual Conference of the National Union will be held in the Town Hall, Oxford, on Monday, Tuesday, Wednesday, and Thursday, April 13th, 14th, 15th, and 16th, 1925. There will be several preliminary meetings on Saturday, 11th April, and these will include a public meeting of teachers engaged in higher education, a meeting of women members of the Conference, and an important meeting of officers of local and county associations to be addressed by the General Secretary of the Union. On Easter Monday morning and immediately after the signing of the minutes of the Scarborough Conference, the President will submit a motion on the "Passing of Sir James Yoxall." The Conference will be welcomed by the Mayor of Oxford, the Vice-Chancellor of the University, and many other representatives of the town and University. The new President, Mr. C. T. Wing, will then be installed and will deliver an address, after which the results of the elections will be declared and the place of Conference for 1926 will be announced. Deputations from teachers' organizations in Belgium, Switzerland, France, Holland, Scotland and Ireland are expected, and will speak on Monday morning.

Business of the Conference (Public).

The business of the Conference falls into two categories—private and public. At the public sessions the first business, apart from any special matter which may be submitted by the Executive, will be to consider a motion on the "Individual Examination of School Children." Teachers all over the country are gravely concerned at the increasing tendency to use examinations ostensibly conducted for the purpose of awarding scholarships to secondary schools as a means of testing the individual attainments of all children of a given age. The prominence to be given to this matter will, it is hoped, help to check any desire to re-introduce a system which in the past was so detrimental to real educational progress. Other subjects to be debated in public include "The Size of Classes," "Constitution of the Board of Education," "The School Leaving Age," "Promotion of School Children on other than Educational Grounds," "Free Places," "The League of Nations," and "Religious Tests for Teachers." There are of course other motions on matters of public interest, but time will scarcely allow of their discussion. Under the Standing Orders each motion not reached in time for discussion may be voted on without debate unless a sufficient number of representatives standing in their places object to such action, in which case the motion drops.

Personal and Interesting.

Towards the close of the Tuesday morning session Mr. W. D. Benthiff will move, and Alderman M. Conway will second, the following motion: "That the Rt. Hon. Lord Gorell, C.B.E., M.C., be made an Honorary Member of the National Union of Teachers." There is every indication that the Conference will be delighted thus to honour the Chairman of the Teachers Registration Council. His work on that Council and also in the army in connection with education is so well known and so widely appreciated that representatives are anticipating with pleasure his presence and speech at their Easter gathering. Two other well-known public men are also singled out for special appreciation by the National Union. On Wednesday morning the President will move and Miss E. R. Conway will support a motion expressing the teachers' appreciation of the education work of Sir Amherst Selby-Bigge, Bt., K.C.B., at the Board of Education. Sir Amherst will be present and will speak. The other worker in the field of education is that veteran in the service of the Union, Major Ernest Gray. The President will present him with a testimonial subscribed to by local Associations of the Union in all parts of the country on his retirement from their service at Easter. Miss E. R. Conway will add her testimony to that of the President, and Major Gray will bid farewell to the Conference.

The President of the Board.

Wednesday will stand out as a day of special events. Lord Eustace Percy has promised to attend the meeting of local authority representatives in the afternoon and will give an address. The chair will be taken by Alderman Hugh Hall, D.C.L., J.P., chairman of the Oxford Education Committee.

Lord Eustace's speech will be an important feature of the Conference, as he will speak to at least 250 representatives of local education authorities and a large number of teachers. Sir Aubrey V. Symonds, the new Permanent Secretary, and Mr. Richards, Chief Inspector, will be present. The Executive of the Union are inviting the local authority representatives to meet Lord Eustace, the principal visitors to Conference and representatives of the town and university at a luncheon in the Hall of Christ Church before the afternoon meeting.

Royal Visit and Social Functions.

On Thursday afternoon, 16th April, Her Royal Highness Princess Mary, Viscountess Lascelles, will visit the Conference and receive the purses from local associations in aid of the Benevolent and Orphan Fund of the Union. The Royal visit has fired the various local boards to special effort in their work for the Fund and will, it is expected, result in a bumper subscription. There is keen competition for tickets of admission to the function. In connection with the social side of Conference there are to be two receptions of delegates, one by the University and another by the Mayor and Town Council; and the Master of Balliol and Mrs. Lindsay will be "At Home" to the women members of Conference on Wednesday evening at 8-30 p.m. Friday will be given up to excursions.

University Honours for N.U.T. Officers.

In addition to the many ceremonial functions to which reference has been made above, the teachers are to be specially honoured by the University in the persons of three of their officers. It has already been announced that "It will be proposed in Convocation on April 15 to confer the degree of M.A. *honoris causa* upon Mr. Charles T. Wing, President of the Conference of the National Union of Teachers, and upon Mr. F. W. Goldstone and Mr. W. D. Benthiff, Secretary and Treasurer respectively of the National Union of Teachers." The honour thus conferred on the Union as a whole will give great pleasure and satisfaction to every member, and especially to the three who have been asked to represent it for this purpose.

Private Business.

The private sessions of Conference may be occupied by business not yet printed on the agenda paper. There are two questions of vital interest to members which may then be ripe for special consideration, viz., the new Superannuation Bill and matters arising out of Lord Burnham's award on salaries—the award will be known on 27th March, *i.e.*, before these notes appear. Apart from these two questions there will be discussion on the annual report of the Executive and on the Treasurer's financial statements. Among the many motions on other important matters already published, pride of place has been secured by one seeking to cut short the time devoted to purely ceremonial proceedings at the Conferences; then come "Optional Retirement," "Dismissal of Women Teachers on Marriage," and "Superannuation of Pre-1918 Retired Teachers." Also, another effort is to be made to substitute the "Four-fifths Ratio" for the present "Equal Pay" policy.

General.

The Oxford Conference promises to be a great success. Never before have so many distinguished people attended an annual conference of the Union at the same time. As a demonstration of the influence it exerts and the outside appreciation it receives success is assured. On the other hand, as a means of dealing with its domestic problems the annual conference is too large and becoming year by year less suitable. There is much speculation as to the result of the election for Vice-President. The claims of Messrs. Cowen and Barraclough are admitted, but Mr. Mander, the director of the Lowestoft struggle, is not only likely to run the older candidates very close but, in the opinion of many, will win. Mr. O. Papineau is running for the first time. For the post of Honorary Treasurer Mr. W. D. Benthiff is the only candidate nominated, and so will continue to occupy that office. There will be very few changes in the Executive, but much interest is shown in the London election. In this district there is a vacancy to fill owing to the retirement of Mr. W. P. Folland, and Miss Organ is running. She is one of the too few women candidates for Executive honours.

BLUE BOOK SUMMARY.

Seditious and Blasphemous Teaching to Children Bill.

The object of this Bill, presented to Parliament by Sir Philip Richardson, is to prevent the perversion of the minds of children under sixteen by seditious and blasphemous teaching or literature. Both "sedition" and "blasphemy" are words with a long legal history, and like "treason" constitute offences which the ordinary lay person would have some difficulty in defining. The law about both has undergone modifications so that in these days, though the acts condemned have not become less common, the criminal courts are not often concerned with them. As Blackstone, writing of blasphemy, said: "Whatever may be the law on this subject no attempt has been made in modern times to enforce it." This Bill makes no addition to the law on either subject and the description of the offences with which it is concerned is such as has been laid down in numerous decided cases and summarised either in Halsbury's Laws of England or in Stephen's Digest of the Criminal Law. The most recent judicial treatment of the crimes which constitute blasphemy is to be found in *Bowman v. Secular Society* (House of Lords Appeal Cases). The law as laid down there is embodied in the definition of "Blasphemous matter" contained in this Bill. The judgments of the Lords and of the Court below (in re *Bowman: Secular Society v. Bowman*) are worth anybody's study. It is easy then to see how far we have travelled since *Cowan v. Milbourn* was decided in 1867—a "leading" case, which probably no court would follow now.

"Public Policy," said Lord Bramwell, quoting judicial predecessors, in the great case *Mogul Steamship Co. v. M'Gregor* (1892 A.C. 25), "is an unruly horse and dangerous to ride," and it may be doubted whether the present Bill is a wise attempt to direct "public policy" or not. Anyhow it is better that Parliament should interpret its moods than that the Courts should be tempted to try. It must be noted that the proposed Bill has nothing whatever to do with propaganda, seditious or blasphemous, among adults. The offence is limited to such propaganda among juveniles, and then only up to the age of sixteen. It is aimed apparently at some of the scurrilous teaching that is alleged to be given in some so-called "Communist Sunday Schools." It is stated that outrageously offensive and flagitiously ribald language is used in some of those institutions. One would have thought that the present law was sufficient to bring such teaching within its meshes. And so it is, but what this Bill does is to make it a little easier to do it. Neither sedition nor blasphemy are triable at quarter sessions; but now in the case where the "offence" is committed against children it may be dealt with summarily and on conviction the offender is liable to imprisonment for four months and to a fine of £50. Of course the Summary Jurisdiction Act of 1879, S.17, applies, and the person charged can elect to be indicted before a jury. The change proposed by the Bill is therefore one of procedure only.

Classroom and Classes.

Parliament ordered to be printed, on February 11th last, a Board of Education "Return showing for every local education authority for elementary education in England and Wales (a) the number of rooms used for teaching which, on the 21st May, 1924, contained two, three, four, or more classes, and the number of children taught in those rooms; together with (b) the total number of departments, classes, and children in the public elementary schools in each authority's area; and (c) the relation expressed as a percentage between the figures under the foregoing two heads."

"Rooms" here means rooms in which the classes are not separated at all, or are separated only by screens or curtains or partitions which do not extend up to the ceiling or the apex of the roof. An appendix to the tables gives also the number of rooms where the partitions are fixed to the walls, but do not run up to the roof. These are numerically relatively small and the figures for them are merely summarised for all England and Wales; whereas the others are given separately for each county, borough, and urban district in the country.

To anybody who has knowledge of elementary schools, the figures will convey little that is new. Many thousands of the thirty-one thousand departments in England and Wales are of course the heritage of by-gone days when it was necessary for the "schoolmaster" to have under his eye his staff of pupil

teachers and assistants. But even so it will probably come as a surprise to learn that there are still in existence "rooms" containing five, six, seven or eight classes. No separate columns are provided for these—they are included under "four or more"—but footnotes enable the reader to track down their whereabouts. In England and Wales there are 210 of these "four-or-more" rooms and of these 22 contained five classes each, seven contained six each, one contained seven, and one contained eight. In those 210 rooms 32,857 children were taught.

The rooms with six classes are to be found in Lancashire, Birmingham, Bristol, Salford, Southport, Manchester (two); the one with seven was also at Birmingham, and the one with eight at Swansea. The array of figures will doubtless interest different people for different reasons, and the paper itself gives no explanation or excuse for the labour involved in compiling them. Still they give just the kind of facts a President of the Board of Education may want in a hurry during question time, and the job was worth doing if for no other reason. Obviously any consideration of the significance of the tables would be useless without other relevant facts—the size of the individual rooms and of the classes taught in them. These are not included in the return, though as the prefatory note says "they have, of course, a material bearing." Yes, but on what?

The Re-organization of Schools.

The Education Act, 1921, imposes upon Local Education Authorities the duty of providing advanced instruction for the senior children in primary schools, and in this connection the Board of Education have recently issued Circular 1350 suggesting forms of reorganization which would allow this principle to be applied. Originally intended as an amendment of the Board's Building Regulations last issued in 1914, the Circular has undoubtedly been taken by a large number of authorities as applying to all existing buildings and some of them appear to have even considered the proposals to be mandatory. Mr. C. W. Crook, M.P., put a question to the Minister for Education in the House of Commons lately, asking whether the Board intended that Local Authorities should now proceed to reorganize their schools in accordance with the circular. Lord Percy's reply was a definite negative with an explanatory note to the effect that the proposals were put forward for the consideration of Local Authorities and schools managers in the cases where the need for further accommodation, or the replacement or improvement of defective premises, could be combined with the adjustment of school organization with present needs. It is evident that the Board deprecate undue haste which often contributes to faulty organization and appreciate the phrase which the Prime Minister recently quoted in the House—"the inevitability of gradualness."

List of Secondary Schools.

The Board of Education have just issued through the Stationery Office a new edition of the List of Grant Earning and other Secondary Schools in England recognised by them as efficient. In addition to the names of some 1,300 secondary schools the list gives for each school the name of the responsible body, the name of the headmaster or headmistress, the fees charged and the number of pupils on 1st October last. Boarders are shown separately. Similar information for the preparatory schools, which are recognized by the Board as efficient, is given at the end of the volume, and there is an index. Copies are on sale at the price of 5s. net, at any of the sale offices of H.M. Stationery Office or through any bookseller.

British Boys and Canada.

Openings for boys are available in agricultural pursuits in Canada under a scheme which has been officially approved by the British and Canadian Governments. Free passages to Canada for the boys selected have been arranged. Full particulars may be obtained from the Colonization Department, Canadian Pacific Railway, 62-65, Charing Cross, London, S.W.1.

SIXTY YEARS AGO AND TO-DAY.



THE FIRST FORM OF BADMINTON SCHOOL, CLIFTON, IN 1866.
Mrs. Badock, the founder, is seated in the centre.



PUPILS OF THE SAME AGE AT BADMINTON SCHOOL, 1925.
The girls in these two groups are of approximately the same age.

Photos by permission of the "Sphere."

ASSOCIATION NEWS.

The Teachers Council.

The Council recently issued to the Appointing Bodies a draft of four resolutions which foreshadow certain possible developments. These proposals are directed towards enlisting support for a policy which is intended to place the Council on a permanent basis as a professional body charged with certain duties in regard to matters of conduct and empowered to set up agreed standards of professional qualification. Since it is clear that any standards thus set up will be of little value unless they are accepted by the administration, it is proposed that posts of responsibility in schools maintained or aided by the State shall be reserved for Registered Teachers and that all teachers in such schools who are eligible shall be required to register. Compulsion in these forms may be thought undesirable, and before it can be applied with full rigour it may be necessary for the Council to establish a period of grace during which the Conditions of Registration in regard to training in teaching are considerably lightened or even waived altogether for teachers of attainments and experience. On these points the advice of the Appointing Bodies is being sought. It should be recognized, however, that the Council cannot carry out its full purpose unless and until the Official Register includes the names of all qualified teachers. Registration should be regarded as an indispensable part of a teacher's equipment for full responsibility.

The College of Preceptors.

Many members of the College have expressed the desire for more frequent opportunities of meeting together for social purposes. On Wednesday, March 18th, Professor Gilbert Murray addressed the members on the work of the League of Nations. Following the general meeting on March 27th, the Rev. Canon Anthony Deane gave an address on "The Modern Press and the Rising Generation."

Association of University Teachers.

In the current number of *The University Bulletin* Professor Sandbach gives an interesting and very encouraging account of the efforts made by the A.U.T. to develop systematic co-operation between the many libraries scattered throughout the country. The aim of the movement is to facilitate the work of students by enabling them to obtain books from distant centres and this is sought by establishing a system of inter-library loans of books. The details are worked out on sensible lines and a Standing Joint Committee has been appointed to carry out the plan. The A.U.T. has generously voted a grant of £50 for present expenses and an Enquiry Office has been opened under the direction of L. T. Oldaker, Esq., The University, Edmund Street, Birmingham. Research workers may apply for help in discovering in what library (if any) a publication or manuscript may be found. This scheme deserves to succeed and it should enlist the cordial goodwill of all students and teachers.

Taylor Institution, Oxford.

The authorities of the Taylor Institution announce that an examination will be held on June 9th for the purpose of electing to a Gerrans Scholarship in German. Particulars may be obtained from Professor Fiedler, M.A., at the Institution.

The University of Berlin will hold a Vacation Course in August, intended for students from abroad who desire to study German language and institutions.

Music Teachers' Association.

Ten lectures each on aural culture, musical appreciation, psychology and pianoforte teaching will be given at the School for Music Teachers at 73, High Street, Marylebone, beginning on April 11th and continuing for ten days. In addition there will be delivered short courses of four lectures each on "The Art of Conducting" (Adrian Boult); "Harmony" (Ernest Fowles); and "Nerve Control and Mental Training" (Ernest Hunt).

University of Toulouse—Holiday Courses.

The University of Toulouse will again hold a vacation course at Bagnères de Bigorre, Hautes Pyrenees, from July 20th to September 20th. The syllabus is arranged to meet the needs of students at any stage of proficiency in French and there is an attractive programme of excursions with the concession of half-price tickets. Particulars may be obtained from Prof. Marcel Rothschild, 32, Place Marcadieu, Tarbes, Htes Pyrenees, France.

English Speaking Union.

The English-Speaking Union invites application before April 11th for scholarships they offer to British women teachers. The Page Travelling Scholarship was founded last year in memory of the late American Ambassador. Its holder will spend the summer vacation in America as the guest of the Union and she may study any aspect of American life in which she is interested. It is worth £50, but the scholarship holder will probably want another £50 to meet travelling expenses.

The Director of the Chautauqua Institution of the U.S.A. will award two scholarships for British women teachers at the Chautauqua Summer School to be held in July and August in New York. The scholarships cover the cost of lectures and hospitality for six weeks and are open to secondary and elementary teachers. Travelling and incidental expenses which would amount to about £80 must be provided by the teachers.

A Danish Music Week at Copenhagen.

Under the patronage of their Majesties the King and Queen of Denmark and under the presidency of the Minister for Foreign Affairs, the Minister of Education and the President of the Copenhagen County Council, there will be a Danish Music Week at the Royal Opera in Copenhagen in the beginning of May this year. It is the intention to give a collective impression on this occasion of the work of Danish composers for the stage. The works of such composers as I. P. E. Hartman, Niels W. Gade, Peter Heise, P. E. Lange-Muller, Carl Nielsen, August Enna, Fini Henriques and Hakon Berresen will be produced.

A national music week of this character is an entirely new departure and invitations will be sent to several British musicians and representatives of foreign countries as well as to members of the international musical press, who will be the guests of the Danish Musical Art Society. A committee, the chairman of which is the composer of Hakon Berresen, has been formed and it is hoped on this occasion to provide an opportunity for musicians and composers in other countries to make themselves acquainted with classic and modern Danish music.

Overlapping in Science Teaching.

The Consultative Council of University and School Science Teachers at their meeting at Gordon Square on March 6th, discussed the possibility of avoiding overlapping in science teaching by school and university. The meeting adjourned until May that those present might have an opportunity to consult their several constituencies before any formal resolutions were considered.

History Summer School.

The eighth of the series of Unity History Summer Schools, arranged by Mr. F. S. Marvin, will be held at the Girls' High School, Bournemouth, from April 9th to April 18th. The subject is to be "Britain's History from the International Standpoint," and the lecturers include Mr. W. J. Perry, Mr. E. G. Collingwood, Dr. A. J. Carlyle, and Dr. G. P. Gooch. Applications are to be made to Miss A. R. Wells, Woodbrooke, Selly Oak, Birmingham.

A Co-educational School.

An international co-educational school has been opened at Geneva under M. Ferrière. There are thirty-five pupils of nine nationalities in attendance and instruction is given in English and French. The school is conducted mainly on the methods of Dr. Montessori, Dr. Decroly, and Miss Parkhurst (of Dalton Plan fame).

Australia bans War Poetry.

The Education Minister on the Labour Government of Victoria states that he is determined to put an end to militarist propaganda in schools. He has therefore issued an order that no articles or songs extolling wars, battles or heroes of past wars are to be printed in text-books or school magazines in Victoria. In South Australia, the Education Department have ordered that a copy of a book on the League by Mr. G. L. Ellis, a Melbourne barrister, should be placed in every school library.

SCHOOLCRAFT.

SCOUTCRAFT IN EDUCATION.

BY CYRIL MIDGLEY, B.Sc., F.R.G.S.

(*Geography Master at the Moseley Secondary School for Boys and Scoutmaster of the Moseley School Troop of Scouts.*)

In his foreword to "Misalliance," Mr. Shaw asks the very vital question: What is a Child? Unlike Pilate, who, according to Bacon, would not wait for an answer, Mr. Shaw with his usual promptitude supplies his own. The child is an experiment, and as an experiment must he be treated. Mr. Shaw might have added further that the whole of education is, or should be, an experiment, for just as social life is not yet in a state of equilibrium, education cannot yet have reached a permanent optimum. It must be perpetually in a state of flux. Unfortunately in our eagerness for educational reform we are apt to lose perspective and to bump our heads against the trees because we have obscured our vision with too much timber. We are content to discuss the claims of this or that subject of the curriculum. We conduct lengthy researches into the questions of method, of attention, of memory. We have lengthy conferences and debate the need for more time in this or that subject, and try to remedy the incidence of fatigue by merely temporary prescriptions. Granted that there is no royal and easy road to educational efficiency, and granted the need for such detailed and specialist research, there still remains the fundamental question as to whether we are achieving our aim in turning out good embryo citizens or producing a number of pseudo-specialists in, say, the more usual of the subjects of the School Leaving Examination. Granted again the educational advantages of many such subjects, does efficiency in $A+B+C$ result in an initiate who is going to prove of the most use in society. He may, and undoubtedly does, prove himself capable of winning through, but have we done our best for him? Has the process through which he has passed given him a true and well-balanced concept of life? Is he capable of taking advantage of the wider education of the world or will he have to be largely re-educated before he can benefit by these wider experiences.

The most pregnant criticism of modern educational practice is that we make a fetish of the class-room and worship the desk. In spite of our recognition of the fallacy of faculty training and of much of our talk about the transference of habit, we continue to model our curricula as though we had a well-founded belief in the soundness of these theories. Our curricula are almost wholly theoretical and unpsychological as far as definite citizen training is concerned. Apparently we rejoice in the belief that by subtle alchemy, our teaching of elementary science, of mathematics, of history, produces in the end an embryo citizen. It may be that later educationists will have much honour to pay to many of our theories of to-day, but it is equally possible that they will accuse us of attempting to gild the pinnacles before making sure of the foundations. Foundation stones are not so inspiring as turrets and pinnacles, but they are far more important. The gilding in the state chamber may attract the eye, but it is a very minor detail if the basements are water-logged and the rafters decaying with dry rot. It is these deep and far-reaching

problems that need most of our attention in education to-day, and it may be that salvation will come from a non-academic hand.

Seventeen years ago an experiment was carried out by Sir Robert Baden-Powell at a small camp in Essex. It was definitely an experiment in character training and in training in citizenship. As far as educationists were concerned, the whole experiment was at first of no more concern than the smallest cloud upon the horizon, but it had vitality and possibility. It was based upon a thorough understanding of the boy, and took into full account the peculiarities of the psychology of the adolescent. To-day, scattered throughout the world and embodying boys of every colour, creed, and class, the Boy Scout movement has an enormous membership. In the Empire alone there are well over a million and a quarter boys who own allegiance to the tenets of the movement. The experiment has proved one of the most fruitful ever undertaken, and the Scout movement has come to stay with us as a very definite and a very potent factor in education. Unfortunately, it has not yet received the attention it deserves from the teaching profession. Perhaps the experiment is too far removed from the class-room and the desk, and we miss the norms and the I.Q.'s with which we are familiar. It is not merely the theoretical assent of the profession that we want. We want to see the real practical appreciation of the value of Scoutcraft, the appreciation that would make some master in every school, whatever its type, organise and take charge of a Scout troop. Behind our negligence as a profession in this respect, there lies perhaps the subconscious idea that we are teachers of school subjects and not teachers of citizenship, that we are filling in certain niches in an already well-planned edifice, that we are plasterers, not builders.

What are the ideals of Scoutcraft, and how can it accomplish that which we fail to accomplish in the school? No better way of answering the first question perhaps can be found than by quoting Rule 1, as expressed in the general principles set out in the official handbook of the policy of the Boy Scout Association.

It reads as follows. "The aim of the Association is to develop good citizenship among boys by forming their character, training them in habits of observation, obedience and self-reliance, inculcating loyalty and thoughtfulness for others, teaching them services useful to the public and handicrafts useful to themselves, and promoting their physical development and hygiene."

On enrolment the Scout makes the following promise:

1. To do my duty to God and the King.
2. To help other people at all times.
3. To obey the Scout Law.

The Scout Law is as follows:

1. A Scout's honour is to be trusted.
2. A Scout is loyal to the King, his country, his officers, his parents, his employers, and to those under him.

3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all, and a brother to every other Scout, no matter to what social class he belongs.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys the orders of his parents, Patrol Leader, or Scoutmaster, without question.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word, and deed.

Few objections can be made to any of the above laws or to the Scout promise. The critics of Scoutcraft are very often people who are most ignorant of its principles and ideals. One of the most frequent criticisms raised against Scouting is that the whole movement is a camouflaged form of military training—that the Scoutmaster is training soldiers, not citizens, that he is engaged in preparation for war, not peace. Such criticism is wholly unjust, for the movement is one of the greatest factors for world peace that it is possible to imagine. It is ignorance that breeds war, and there is always a danger that even under the most modern conditions of teaching practice that America, say, may only mean a conglomerate of knowledge describing its physical features, structure, climate and vegetation, with a final leavening of text-bookish information about its peoples and their occupations and interests. The boy must be given some means or another whereby he obtains some real live interest in world affairs and in the history of peoples of to-day. The Scout movement is international. It teaches a boy not only to honour the good in his own country but it teaches him the meaning of world unity and helps him to appreciate the brotherhood of boys of all nations. International peace is to be obtained, not by breaking down the honour of nations but by cultivating such honour. The Scout meets Scouts of other nationalities; he entertains them in his own camps; he attends the camps of Scouts abroad, and the comradeship of these international camps is not a theoretical one only—it is a friendship that lasts. Because one outbreak of war madness broke across the threads in 1914 it is not logical to assume that they cannot be re-spun and strengthened to resist shocks in the future. It is only such education and such world co-operation as such organisations as the Boy Scout movement afford that can give international stability of mind that will hold back another world catastrophe. We must remember that the education that does not stress the idea of world brotherhood cannot be a neutral agency. Those who are not with us in the battle for such ideals are against us. Lethargic ignorance is the forerunner of war.

Nationally, the movement is on an equally sound footing. There is much anti-jingoism that is essentially jingoistic. It is just as unreasonable to cry down the flag and the country as to fling oneself into paroxysms of hysterical sentimentalism over supposed insults. To-day, the danger of the former is far more real than the latter. There is a real need for a definite training in citizenship such as the Scout movement affords.

THE CINEMA IN SCHOOLS.

By P.M.G.

Statistics have recently been published which, to the unwary, seem to prove the value of the cinema as a means of education; and doubtless the publication of these statistics will be followed up by renewed attempts to include the cinema as an essential item of school apparatus. But what did these statistics really show?

Figures were given showing that after seeing a film children remember more about it than they do of a lesson (or a lecture) they have heard, or of a story they have read. In other words children remember more about a subject after seeing it treated pictorially than they do after hearing or reading about it.

But this is not a test of educational values: it is rather a test of the relative strengths of the impressions made by the picture, the spoken word, and the written word.

Now it is true that impression plays an important part in education, but the strength of the impression made is in itself no proof of the educational value of the thing which makes it.

Moreover, the very ease with which the impression is made, as in the case of the cinema, may easily constitute a real danger.

In reading a book, the impression made on the pupil depends partly on the book, but more especially on the effort put forth by the pupil in his reading. And I submit it is just this *effort* which is of value in education. When we talk about interests, and the imperative need of rousing the interest of our pupils, we are concerned with interests not merely as a means of enabling these pupils to remember more easily and more clearly, but rather as a spur to greater effort and higher endeavour.

The man who is interested in racing will remember without conscious effort the names of the winners of the classic races over a good number of years, but we do not regard this as any indication of superior education.

The boy who gets to know something only after long and arduous toil is probably better educated than the boy who arrives at the same knowledge without the need of putting forth any great effort.

The knowledge of both is the same, but their education may vary immensely. The one who has struggled and conquered not only knows something more than he did before, he *is* something more. Those engaged in education cannot too often be reminded that it is not what a person knows, but what he is, which counts.

If there is one thing more than another which is essential in any system of education it is hard work—by the pupil. True, we want our pupils to be happy; this, indeed, is imperative; but we shall not achieve happiness by making things easy, for what happiness is greater than that which comes from the knowledge of hard work well done and of difficulties overcome.

Whatever may be the purpose of education it certainly is not the easy acquisition by the pupil of a multitude of facts.

“For to know
Rather consists in opening out a way
Whence the imprisoned splendour may escape
Than in effecting entry for a light
Supposed to be without.”

COMPOSITION AND ARITHMETIC.

BY A. G. HUGHES, M.Ed., B.Sc., Master of Method, Borough Road Training College.

Composition in English and problem-solving in arithmetic are the two school subjects which, in the opinion of Dr. Cyril Burt, most surely indicate different degrees of intelligence. Both subjects demand power of thought, and as Professor J. Arthur Thomson expresses it, "we cannot play the thinking game without counters." While animals play their very imperfect game with such clumsy counters as memory images, man has the unique advantage of being able to employ the neater and more convenient counters of recorded symbols. In composition we think and express ourselves by means of the commonest of symbols—words. In our first attempts at mathematical problem-solving most of our thinking is also carried in words, though as we progress, we make more and more use of number-symbols—symbols which may be said to be of the second degree, being symbols for words which are themselves symbols. Later, we extend our range of thinking counters and use such systems of symbolism as the literal notation of algebra, and special symbolism such as that of the integral calculus. The point for our immediate consideration is the large part which the use of words plays in the early stages of mathematical education; the overlapping of English composition and arithmetic problem-solving so far as they both need the "thinking game" to be played with words.

In the first place, problems in arithmetic are expressed in words and, before the "thinking game" begins, these words must be understood. We all know how prone children are to skip over the words and plunge headlong into a mass of figures. It is a commonplace to say that they must be trained to read the problems carefully. In this connection it is helpful to notice that arithmetic problems always contain at least a suggestion of a story. In the Middle Ages, when the solving of such problems was a favourite social amusement, they were frankly couched in story form, as for example the following, which is taken from the *Lilavati* (a chapter on arithmetic in a work written by Bhaskara, a Hindu mathematician of the 12th century).

"The square root of half the number of bees in a swarm has flown out upon a jessamine bush, eight-ninths of the whole swarm has remained behind; one female bee flies about a male that is buzzing within a lotus-flower into which he was allured in the night by its sweet odour, but is now imprisoned in it. Tell me the number of the bees."¹

Even to-day the problems devised for very little children are often given as stories, and though we agree with Dr. Ballard's warning² that there is a tendency towards having "an ounce of arithmetic to a pound of padding," it is well to remember that it is from such stories with their numbers wrapped up in "abundant verbiage" that the arithmetic problem comes; and that though later, problems are expressed in a more concise form, the story element is always present. Stephen Leacock has described problems in arithmetic

as "short stories of adventure and industry with the end omitted."³ It is not always the end which is missing; sometimes, as in detective stories, the end is given and by the aid of certain clues, the beginning must be detected. For example:

"A girl was once given some money for a birthday present. One half of it she put in a money box, one third of what remained was spent in buying presents, and she then had 2s. 6d. left. How much money was given her?"

An arithmetic story of industry:

"A plumber is employed from 8.30 a.m. until 5.20 p.m. in repairing water pipes, and is paid 1s. 10d. per hour for the time he is at work. He takes 1 hr. 20min. of the time for his meals, for which he is not paid. What does he earn in a day?"

An arithmetic adventure story:

"A ship sails at the rate of 12 knots per hour; how long will it take to complete a voyage of 1,700 statute miles?"

The practical conclusion at this point is that some lessons might well be given corresponding to oral composition lessons in English, in which arithmetic stories are re-told after being read quickly. It is not necessary that the numbers be remembered exactly; the aim is to train pupils to grasp the essentials of a problem quickly and to test their appreciation of the general situation. Leacock, when he described arithmetic problems as stories, was of course concerned with the humorous nature of the situations often described therein. When A, B, and C of the conventional type of problem are made to appear as real men laying wagers as to who can walk fastest, and when we see them with panting sides "in the full frenzy of filling a cistern with a leak in it," they become something more than mere symbols, and the problems appear, perhaps for the first time, in their true light. So long as teachers of arithmetic concentrate attention almost exclusively on the numerical aspect of problems, they are apt to remain oblivious of the real nature of the story. That is doubtless why so many arithmetic problems far removed from actual life have found their way into our textbooks, and why it has been left to literary men to make us vividly aware of their absurd nature.⁴ But I do not think these humorous arithmetic stories should be ruthlessly suppressed. Used judiciously, they may be as valuable in the arithmetic lessons as humorous stories are in the English lesson. We may not have time in school to dabble much with the mathematics of Heath Robinson problems, but having discovered that there

³ Stephen Leacock—*Literary Lapses: A, B, and C. The human element in mathematics.*

⁴ See, for example:

Stephen Leacock, *op. cit.*

C. B. Poultney—Mrs. 'Arris.

In this book Mrs. 'Arris is found helping her boy with a problem about A and B—two "fellers" walking between London and Birmingham, and "you 'ad to find 'oo met the other fust." After using up thirteen old envelopes Mrs. 'Arris is not quite sure if she has finished, for as she says, "there's an odd 'apenny as I can't account for no'ow"—a result not unknown in problem-solving in school.

¹ Quoted by F. Cajori—*A History of Elementary Mathematics*, page 100.

² P. B. Ballard—*Mental Tests*, page 179.

is fun in some of our problems, let us enjoy it at least occasionally. The real objection to such problems is that in the past they have been relentlessly inflicted on unappreciative children as if they were matters of serious import. No wonder then, the children, not having been trained to appreciate the real situation depicted in their problems, failed to see any point in them at all. And even if we decide to use these problems of the humorous story type just for fun, we must remember how soon we get bored with continual variants of the same joke.

An illustration of the way in which children fail to appreciate the stories of problems is afforded by the unreflecting way in which they will "solve" by proportion almost any problem which begins with "If." The following problem appears in the work of Aryabhata, a Hindu astronomer of the fifth century :

"If a 16 year old girl slave costs 32 nishkas, what costs one 20 years old?"⁵

Problems of similarly doubtful proportionality are still to be found in use in schools. The fact that they have had a vogue extending over fifteen centuries seems to indicate that though the need of training children to read problems carefully is a commonplace, the need of training them to appreciate the real import of problems is a matter which has been neglected. Problems of the pseudo-proportion type are of course useful, but only if they are used as nonsense stories for the purpose of exercising the intelligence in detecting and explaining their absurdities.

A second practical exercise which is suggested by considering arithmetic problems as stories is that of setting pupils to compose problems. This kind of composition may vary from the simple exercise in which a model problem is given as a guide, to the more difficult one where an outline story is given—*e.g.*, oranges—dozen—bad—remainder—profit. This may give rise to problems such as :

A fruiterer bought 300 oranges at 1/6 per dozen ; 30 were bad, and he sold the remainder at 2d. each. What was the profit on the transaction ?

A still more difficult exercise is to require pupils to clothe the "dry bones" of mathematical statements with living words—*e.g.*, $8 - 4 + 7$ might suggest stories of winning and losing marbles, of earning and spending pence, or of buying and selling pigs. A similar exercise at a later stage is afforded by the interpretation of graphs. While keeping strictly to the mathematical data revealed by the graph, the pupils may be encouraged to weave an imaginative story round these bare facts.⁶

(To be continued.)

⁵ Quoted by F. Cajori, *op. cit.*, pp. 100-101.

For an interesting collection of similar problems see Sir Oliver Lodge: *Easy Mathematics*.

⁶ See Carson and Smith—*Elements of Algebra*, Part 1, page 80.

SOPHOCLES FABULÆ: ed. A. C. Pearson. (Oxford University Press. 5s. 6d. paper; 6s. 6d. cloth.)

This is a most welcome addition to the well-known Oxford plain texts of the Classical authors and fills a very obvious gap. E.G.B.T.

COMPETITIONS.

FEBRUARY RESULTS.

I. "Fool-proof Methods."

A contributor who desires to remain outside the competition sends these lines on this theme :

"They're proof against folly," the pundits have said,
"Because any ass can apply 'em."

But surely the meaning is properly read :

"They prove those are donkeys who try 'em."

Admirable sentiment ! It is expressed in essay form by MR. P. J. SMITH, 3, Alexander Street, Blandford, to whom is awarded the First Prize of ONE GUINEA.

The Second Prize of HALF A GUINEA goes to—

MR. H. R. CHITTENDEN, Boys' School, Chilton Buildings, Ferryhill, Co. Durham.

II. A Drawing of Simple Simon.

Our young competitors excelled themselves this month. The prize fund has been doubled and divided among :

DOROTHY DAGGER (13), Lynmouth College, Leytonstone.

MORNA KING (13½), Inglemere School, Arnside, Carnforth.

MOLLY BISHOP (13), Heathfield School, Brockenhurst, Hants.

CHARLOTTE EBY (14), Reddiford, Cecil Park, Pinner.

MARY DUNCAN (13½), High School for Girls, Grimsby.

BETTY BARTLETT (16), Convent of the Assumption, Ramsgate.

Each of whom will receive an award of FIVE SHILLINGS.

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

A Curriculum which will enable a Newspaper Magnate to make Intelligent Criticisms on Education.

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 Friendly Policeman.

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.

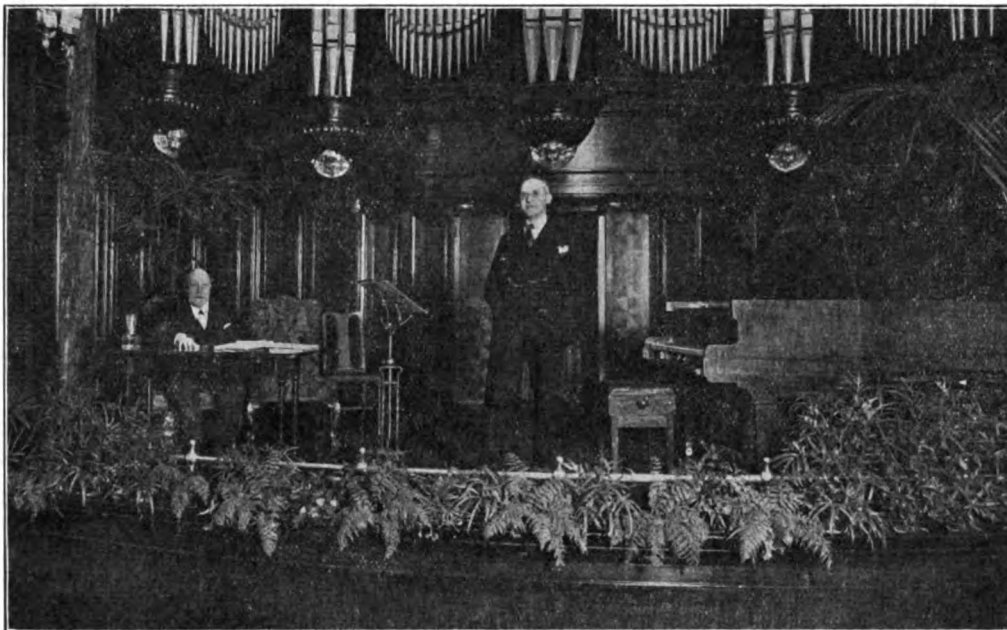
In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

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.

LECTURE RECITALS ON MUSIC.

AN INTERESTING EXPERIMENT.



Sir Alexander Mackenzie and Mr. Percy Scholes at the First Lecture Recital.

The Æolian Company are to be congratulated upon their enterprise in engaging the services of Mr. Percy Scholes, Mus.B., the well-known musical critic, to conduct a series of Lecture Recitals designed to provide a Recreative Music Course for Young People. The lectures are illustrated on the Duo-Art Pianola Piano, an instrument which gives remarkable results. Below will be found an almost complete report of the proceedings at the opening of the course on 28th February. We append also a brief synopsis of the lectures.

Mr. G. W. F. Reed, Director of the Æolian Co., Ltd., said that the enthusiastic response with which the announcement of the lectures was received had been a very great encouragement to them. They believed that in their very large catalogue of "Pianola" and "Duo-Art" rolls there lay a potential means of practical musical education of very great possibilities, until now almost unused for this purpose.

It was their earnest desire to organize the means of utilising this educational material, in which purpose they had the enthusiastic support of the distinguished heads of leading colleges of music. It was, therefore, a further incentive to them when they could welcome such a representative gathering of educationists to hear Mr. Scholes explain how these rolls could be used.

They hoped that this series of lectures might be the beginning of a great movement, in which the Æolian Company would be able to assist in a practical way through their "Pianola" and "Duo-Art" rolls to a clearer and more popular understanding of the expression of one of the greatest of the arts.

They were honoured by the distinguished presence of Sir Alexander Mackenzie, who had shown his great interest in their efforts by kindly consenting to take the chair. Sir Alexander had devoted his efforts all his life to the cause of music, never sparing himself whenever he had felt that he could help, and they very deeply appreciated his presence among them.

Sir Alexander Mackenzie.

Sir Alexander Mackenzie said that in view of all that which lay before them, he must be brief. The chairman's duties ought to be of the easiest and simplest. He might as well introduce himself as present and leave them in the hands of Mr. Percy Scholes, who had devoted years of study to this very interesting subject, upon which he would enlighten them and give them the

benefit of his superior knowledge. He read this short sentence somewhere the other day: "Gifts of God frequently disappear as mechanism develops." That was one of those dark, cryptic sayings which needed thinking about. He was inclined to interpret it as only a half truth. Mechanism could lessen the value of the skilled handicraftsman's workmanship by easy and cheap reproduction, but the same could not apply to the creative power, of which no mechanism could ever deprive those who were fortunate enough to be gifted with it.

These extraordinary mechanical contrivances and inventions could, however, extend our knowledge and our experience and help us to pass them on to the young, who looked for the best inspiration we could offer. Everything that brought people into real acquaintance with the masterpieces was surely to be welcomed, and all musical educationists of standing were agreed as to the high value of the ordinary "Pianola" roll, the "Duo-Art" roll, and the Gramophone Record. So much so that a Committee had been recently formed called the Advisory Committee on the Educational Use of the Piano-Player Roll. This Committee proposed to explore the possibility of a wider and more intelligent use of this marvellous invention in schools and colleges. It had, of course, no commercial aims or interests, and was attached to no company. The Æolian Company, under whose auspices they were gathered, was the first to seek its guidance.

It was, therefore, with pleasure that he, as chairman of the Committee, appeared as chairman of that gathering, and they would all wish the company well in its efforts to be of service to music. He would say no more just then, but that he was charged by his friend, Sir Hugh Allen, Director of the Royal College, to express his regret that he could not be present. Sir Landon Ronald and Principal McEwen of the Royal Academy of Music had written to the same effect; and all three extended their sympathy to the great cause for which they had met.

Mr. Percy Scholes.

Mr. Percy Scholes said: "As you all know, the population of the British Isles is 42,767,530. Of that number how many know Beethoven's Appassionata Sonata? In England and Wales there are 649 people to the square mile. How many people to the square mile in England and Wales know any one of Beethoven's Sonatas in any familiar way whatever? How many

have even heard one? Perhaps the odd 49. Our census system is unfortunately incomplete. If it were properly directed, it would give us details as to the cultural interests of the people. The time will come when a wise Government will add to our census forms questions such as this:—

“Do you know the Appassionata Sonata?”

“Do you like it?”

“Do you prefer jazz?”

and so forth. But that time has not yet come. Looking round us amongst our friends and acquaintances, we all of us know that a large proportion prefer jazz to the Appassionata, and a certain number have never even heard the name of the latter.

Sir Alexander has alluded to the objection of some people to mechanism. What does it matter how we get our music provided we do get it. Through the wireless we may hear the Appassionata Sonata. We hear it, but it is a mere puff of air. It is soon gone. If we have not heard it before, we have not altogether taken in what Beethoven was saying to us. We may not have another chance for some weeks or months. It is not for me to decry the wireless. In one respect, however, the gramophone is better. With a gramophone you may hear a piece over and over again until you are tired of it or until the record wears out. The gramophone has this objection so far as the great masterpieces of music are concerned: it does not reproduce faithfully the pianoforte tone. Other things it can do very well. A string quartet it can reproduce admirably, but to the piano it is not yet faithful.

The “Pianola” had this advantage over the wireless, that you can, as with the gramophone, repeat a piece at will until you come to know it thoroughly, until, perhaps, it becomes one of your life’s possessions. The “Pianola” has this advantage over both the wireless and the gramophone: you can not only repeat the piece at will, but you can hear it in true pianoforte tone. Moreover, there are two varieties combined in the “Pianola” piano, one of which allows you to produce your own interpretation of that masterpiece, the other of which gives you some great pianist’s interpretation. The best thing, of course, is to have that combined mechanism called the “Duo-Art Pianola” piano, which enables you first to study the work from the great pianist’s interpretation, and then, enlightened, to produce your own interpretation.

To make a piece of music three people are necessary. The composer: he produces black marks on white paper, but it is not yet music. The performer: he turns it into tone; but unless there is someone to listen to it, it is—save so far as his own ears are concerned—not yet music. *The listener is necessary also.*

The composer is inspired. The common idea, an idea current amongst thousands of people, is that inspiration is all-sufficient. The composer rises from breakfast in a fine frenzy of inspiration and sits down to his work, and a sort of electric fluid which has been generated in his brain flows down his arm, out of his fingers, along his pen, and expresses itself in those black marks on white paper—a great masterpiece is born! Well, there *is* inspiration, but there is also hard work. Read the story of Beethoven’s so painfully produced compositions. Read the story of Brahms’ compositions, and the pains he took over them, and you will realise that inspiration, though, as you know, the first essential, is only the beginning of the process of composition. The composer *works*. He works very hard. Sometimes he works over a long period to produce for you even a short piece.

The composer having been inspired and having worked, the performer comes along. He is interested in the composition, and *he* works. He considers that composition in all its bearings from a technical point of view. He tries to pierce into the composer’s mind, and to see why every detail is there and how the details fit together. He sees the composer rising to some great climax, sinking again, and rising to another climax. He tries to grasp what is the general scheme, emotional scheme, artistic scheme of the piece, and to reproduce it. The composer has worked. The performer has worked. Now all is ready. The audience comes along, and (so far as many members are concerned) the audience—simply sits there.

Now the co-operation of these three people is needed. The composer has worked, the performer has worked, and the audience must work. Great music is not something which we can enjoy simply by “sitting there.” We require, in order that a great piece of music may be produced, Sir Alexander Mackenzie,

Mademoiselle Darré (or her reproduction on the “Duo-Art” Pianola), and you. All three of you must do your part, and if there is a failure in any one of the three, the piece to some extent or wholly falls to the ground.

Of course there are all sorts of analogies. Mrs. Beeton invents a pudding: she is a composer. She works at her invention, possibly she experiments. How Mrs. Beeton accomplishes her task, the mental and physical processes in which she is engaged in her beneficent work for the world, with those I am unacquainted, but I imagine there is an element of serious work. The cook, too, works—carefully. You eat the pudding, and you have no work. But, fond as I am of puddings, I will not have Symphonies put on the pudding level. The Symphony is not comparable with the pudding. The Symphony is comparable with the cathedral, with the great plays of Shakespeare. To enjoy the pudding—no work. To enjoy the cathedral—a good deal of work. You can get a sort of thrill when you enter Canterbury Cathedral if you know nothing about architecture; but if you are to get all the aesthetic pleasure which a cathedral can give an intelligent being, you must know something about architecture. A little knowledge of architecture is worth all the lectures of the sixpenny vergers.

We want the young people under our charge—I associate myself with you just for the moment—we want them when they leave school to feel that they have life’s pleasure opened to them, including the pleasure of literature, including the pleasure of painting and sculpture, including the pleasure of music. What are we to do to give them those pleasures? The first thing is to capture their attention. Until you get the attention you can do nothing. When you get the attention, you can do everything. There are two ways of capturing the attention of young people for music. There is one way which is often used, and sometimes perhaps abused, and that is the way of personal interest in the composer. There are quite a lot of people who do not realise, or have not realised until lately, that composers are living human beings, that if you cut them, they bleed—if you say a harsh word, they feel it—if you make a joke they smile. To many people composers have merely been names upon the back of a piece of music or upon a programme. If you can arouse a personal interest in the composer, you probably capture attention. So sometimes one tells stories—of Bach’s boyhood, of his struggle to get the facilities that he wanted for the study of music, of his later struggles with two wives and twenty children, and one rector. Even those details may be valuable; the boy or the girl realises that Bach was not merely a musician, but a man. You may talk about Beethoven, about his drunken father, his difficulties about law-suits, and the troubles he had with his ungrateful nephew, whom he loved; the joy that came into his life, too, and his promised visit to this country, that never came off. You may talk about Wagner, who, seventy years ago next Thursday, landed on these shores; tell them how our Philharmonic Society insisted that he should put away his soft felt hat and buy a silk hat, and how he was taken to a West-end shop and bought it; how they insisted that he should conduct in white gloves, though later on a compromise was made and he agreed to go on the platform wearing white gloves if afterwards he might take them off.

But that does not take you very far. Having got their attention, the next process is, I think, to make them acquainted a little with the structure of music, because music is an exceedingly structural art. What is the technique of listening? First of all, what is the technique of composition? Our chairman to-day can tell you better than I, but I imagine the technique of composition is nine-tenths: having been inspired with the themes you have to find how to put them together, how to use those themes; you have to consider the details of your melodies and how the melodies should be built up; the details of your harmony, and how the melodies should be clothed with chords. You have to consider the details of your form, how these melodies shall alternate and contrast with one another, how the climax shall be made to fall at the most effective places. The technique of performance involves very much the same processes. The performer has to grasp what the composer has done in order that he may perform the piece in the way in which the composer would desire. The technique of listening involves the recognition of the structural qualities of the composition, and the recognition of what the performer is doing to make those structural qualities tell; a conscious or sub-conscious observance of the details of the composition; a conscious or sub-conscious recognition of the position of those details in relation to one another and in relation to the whole. That is, I think, the main part of the technique of listening.

Composing can be taught to a point, or its technique at all events. Performing can be taught to a point; the technique of performing at all events can be taught, and is taught, daily. I think it follows that the technique of listening can be taught. I do not know that you can make a perfect listener by any amount of teaching; unless there is something there to begin with possibly your efforts are wasted. Largely, intelligent listening is a matter of observation and understanding of details. The amount of detail that passes by without our observation is amazing. It is my duty to hear music every day of my life. I am paid to hear it. I not only go in free, but I receive a reward at the month's end for having attended concerts. So, being paid to hear it, I do hear it, and I hear a great deal, and yet I find I miss things. Sometimes I take the score with me. As I listen with the score before me, I say, "There is a bit that I should have missed if I had not had the sense to bring this score. There is something that would have escaped my notice." When I hear a piece for a third or fourth time, I hear a great deal more in it than I did when I heard it the first time.

Even skilled listeners to music may, if they do not know a little about the structure of a piece, miss the beauty, the structural and the emotional beauty of a piece, and remain in mere bewilderment. We have to realise that any piece of music is made out of a marvellously small amount of material—one or two little themes. Think of the first movement of Beethoven's Fifth Symphony. The subject matter consists of a very small number of bars, to be exact, and yet out of that the whole movement is constructed. Once you grasp those themes and get them down into your sub-consciousness, then as they come round you recognise them. You realise what Beethoven is saying; you are no longer bewildered. So I think that a certain amount of structural teaching, wisely given, may be of the greatest value in this modern day effort for the training of listeners.

There are three main ways in which a composer may use this small amount of material. There is the variation way. In its simplest form, the form in which our British composers brought it into existence and so enriched the world, it is a mere tune, repeated with some embellishments until the composer brings it to the effective conclusion. But each variation must be something more than a mere variation of notes; each ought to enshrine some fresh musical idea and some definite mood. So it is in a good set of variations.

In talking to young people about musical structure, I think we may very well begin with such a piece as the Air and Variations from the Sonata in A by Mozart, because it exemplifies the simplest method of using a small amount of material to make a big piece.

(Mozart Piece, played by Mademoiselle Darré.)

After that playing, I need not labour the next point, that no amount of teaching is any good whatever unless you give beautiful performances of the pieces you are talking about. Pieces played with perfect tone and phrasing, as that was, to a large extent tell their own tale, and if they do not, with your preliminary instruction they can then tell it; but you must have good music, well rendered, or you will do no good, and may possibly do harm.

In both the Fugue and the Sonata movement you have exactly the same principle differently applied—a small amount of material used in varied ways. In the Fugue you have a piece of music constructed (in this case) strictly in three lines, as though three voices were singing it, and all three voices are concerned with the same subject matter. This Fugue, although it sounds one of the most spontaneous, is one of the most laboured in its construction. There is not a note there which does not tell both of a genius for construction and a willingness to take pains in construction. Any Fugue is largely constructed out of a little tune which we call a subject. Instead of that being a complete tune, melody and harmony all complete, as it was in the Air with Variations, it is just a little wisp of tune with no harmony whatever.

(Fugue "Subject," played on "Duo-Art" used as a "Pianola.")

We will pass on to the first part of the Fugue, in which you will try as hard as you can to recognize that tune when it appears. I will ask Mr. Reynolds to bring out that tune whether it be in the top, middle or bottom part.

(Fugue Exposition, played on "Duo Art" used as a "Pianola.")

In listening to that, the early part of the Fugue, we were only listening for the Subject each time it came and neglecting the other two parts. Now listen to this. After the Subject has been heard, then it is heard again in another place, and this time another tune is heard above it.

(Fugue "Subject" and "Counter-Subject," played on "Duo-Art" used as a "Pianola.")

This time I want you to listen especially to the lower tune, the main Subject, which I will call the "rippling tune," and above it is another tune, which I call the "hammering tune."

(Fugue "Subject" and "Counter-Subject," played on "Duo-Art" used as a "Pianola.")

In this particular Fugue there are three tunes, and you will now hear them all together. The third I call the "fluttering tune."

(Fugue "Subject" and two "Counter-Subjects," played on "Duo-Art" used as a "Pianola.")

That time we had, as you noticed, our first main tune underneath, our second in the middle, and our third at the top, *i.e.*, we had the "rippling tune" beneath, the "hammering tune," in the middle, and the "fluttering tune" at the top. Bach immediately reverses that. He now gives us the first tune, the "rippling tune" at the top; the second tune, the "hammering tune" at the bottom, and the "fluttering tune," the third one, in the middle. You have the same three as you have just heard, but turned another way round.

(Fugue "Subject" and two "Counter-Subjects" played on "Duo-Art" used as a "Pianola.")

Now you have made acquaintance with these three tunes. Note next how Bach goes on to a stretch of intervening matter, developed out of fragments of this material, which we call an "Episode." Then he gives you the three tunes again in another key. Then comes another Episode and leads to another key; and so the composer goes on until he brings the thing to a conclusion. Out of six bars of simple material, he has made this fairly long and very beautiful Fugue.

You may now forget all that I have been saying. You have that material so well in your mind that it can take care of itself, and you can listen to the Fugue as a whole as a fine and apparently spontaneous piece of music.

(Bach's Fugue, No. 21, played on "Duo-Art" used as a "Pianola.")

Just as I said after you had listened to Mademoiselle Darré, how important it was that we should have the music well played, so I say after you have listened to Mr. Reynolds. As Mademoiselle Darré is a virtuoso upon the piano, so Mr. Reynolds is a virtuoso on the "Pianola." I want to interpolate this little practical thought. The "Pianola" we call a mechanical instrument. So it is. Anyone can play it. But it is worth taking pains in order to get a thorough mastery of it, and so be able to bring up Subjects and Counter-Subjects, to make crescendos, diminuendos, and rallentandos just as Mr. Reynolds can. Incidentally I may say that the gaining of the skill in "Pianola" playing is a very interesting venture. You can in a short time get a large amount of skill, and it is well worth the trouble.

What a variety you can get in the construction of a Fugue and in the subject matter of a Fugue. You can have gentle Fugues, strong Fugues, happy Fugues, sad Fugues, almost tragic Fugues. It would be a splendid thing, if one had time, to give three or four Fugues widely contrasted, in order to show how that form lends itself to a great variety of emotional expression.

In what we call a Sonata Form movement, such as you often find as the first movement of a Sonata or Symphony, you have another way of using a small amount of material to make a long and fine piece. You have here two or more tunes, in themselves complete, or almost complete entities. First you have one of them. Then you have something else leading to the other which contrasts. You have the subject matter presented, each one of those tunes representing a definite emotion, and you have those emotions brought into contrast. The tunes are complementary to one another. Out of that material the composer is going to make his great work. Then he develops and combines them and at the end he gives you the subjects again this time, probably all brought to the same key. He then adds something to conclude the thing and bring it to a fine ending. That is all |

Let us now hear Beethoven's main tunes of the movement.

(The "Subjects" of the First Movement of Beethoven's *Appassionata Sonata*, reproduced by "Duo-Art" Roll.)

Here is a passage in which the composer makes something out of his first tune, gives it a somewhat different colour, somewhat different emotional meaning, extends it, and treats it, in one way and another, so as to make it of even greater interest and force than it was before.

(A passage from the "Development," reproduced in the same way.)

I have a number of other extracts, but I am going to pass on to the movement as a whole. It is not necessary that this morning I should give you all these extracts, over which I shall occupy a longer period when talking to the children. Now we will have the whole grand first movement of the *Appassionata Sonata*, in which those tunes are heard separately, then developed, then repeated, and then closed by a long and important and a highly emotional passage, so making one of the grandest and most dramatic movements in the whole of the literature of the piano-forte.

(The First Movement of Beethoven's "Appassionata" Sonata, as played by Harold Bauer, reproduced on the "Duo-Art" instrument.)

I think you will feel, as I do, that that comes very near to Bauer. If you want something a shade nearer still, you can pay Bauer £10,000 a year to come and live in your house. If you cannot afford this, the thing is to have his new "Duo-Art" Roll. It is a very, very near thing to Bauer himself. So close indeed does "Duo-Art" reproduction come to the "real thing" that many people here the other day, listening to Cortot, said they could not tell when Cortot was playing and when the "Duo-Art" was playing Cortot's roll record. I myself could tell, but of course I pride myself on being a particularly intelligent music critic! It is a fine thing that in these days we have the great players willing to be domesticated if we care to provide them with the facilities.

Your own experience as teachers will suggest all sorts of extensions of the method I have outlined of interesting young people in music, and enabling them to hear it intelligently. I have only just been able to give you a rough sketch of my ideas on the subject, but I am sure you are capable of filling it up for yourselves.

I should like to thank the Æolian Company for giving me this flattering invitation, and Sir Alexander Mackenzie for the honour he has done me, also Mademoiselle Darré for her delightful playing, and Mr. Reynolds for what he has done in helping me to choose the material for this lecture, and in helping me to carry through the lecture this morning. With those thanks, and thanks to you for coming to it this morning and promising to send your pupils to hear me, I will close.

The following is a brief synopsis of the four further lectures of Mr. Scholes—these being addressed especially to young people, and broadcast as well as heard by a large audience in the Æolian Hall.

I. *How Bach and Handel made their Music.* How anybody makes music. Something about Bach. His boyhood and his career. The musical instruments Bach and Handel played. The sort of music they made for these instruments.

II. *How Haydn and Mozart made their Music.* The boyhood of Haydn. The boyhood of Mozart. Musical Europe in the days of these composers and the careers it offered them. The music of Haydn—its tuneful geniality. The music of Mozart—its neat elegance. A composer's problem—Symphonies, Sonatas, and String Quartets, and how to make them. A special study of Mozart's "Magic Flute" Overture.

III. *How Beethoven made his Music.* The boyhood of Beethoven and his early life in Bonn. His relations with Haydn and Mozart. His life in Vienna. What we mean by the "Viennese School" in music. The difference between a Sonata and a Symphony by Haydn or Mozart and one by Beethoven. A special discussion of the first movement of the "Appassionata Sonata."

IV. *Some of the Composers since Beethoven.* What we mean by "Classical" and "Romantic" in Literature and Music. Chopin, Schumann and Mendelssohn and the "Romantic School," Wagner and his "Music Dramas" and Grieg, Dvorak and other "Nationalist Composers." The Russians. Elgar and other British Composers. Some of the young composers of to-day.

All the lectures were fully illustrated by performance on the piano, the "Pianola" and the "Duo-Art Pianola" and considerable use was made of new special Educational Rolls, giving the subject matter of various pieces and showing its treatment by the composer.

REVIEWS.

SCHOOL GEOGRAPHY: E. J. G. Bradford. (Ernest Benn. 7s. 6d.)

This little book of about a hundred pages is somewhat dear at the price. Its most valuable characteristic is its suggestion of experimental work with a view to testing the results of the teaching of geography, and its most valuable chapter is that which emphasizes the importance of statistics in helping to form definite instead of general ideas in the mind of the pupil. This chapter contains a number of suggested scales for giving precision to such terms as *hot, warm, cool*, etc., in temperature, *large, small*, etc., as to size of towns. The author's point of view as to the value of the subject as a whole will be generally accepted by all modern teachers:—

"Geography may be accepted as the co-ordinating centre of the curriculum, firstly, because it is the subject which meets in the fullest manner the general purpose of a corporate educational system directed towards the development of citizens of wide sympathies; secondly, because of all subjects it is the one most intimately connected with the actual and fundamental problems of life; and, thirdly, because geographical ability is such that it has psychological affinities with the abilities involved in both the literary and the scientific studies."

At the same time we are not inclined to agree with the statement that "casual relations play but an insignificant part in the formation of the synthesis of information which goes under the name of geographical knowledge." E.Y.

UN PEU DE FRANCAIS: Marc Ceppi. (Bell and Sons. 1s. 6d.)

Conversations with teachers in the infants' schools in Qusey, who expressed a desire for a suitable text for their classes, have born fruit in the shape of this small book. A selected vocabulary and short sentences are the basis of the text. Every lesson has a full page illustration, by H. M. Broch, which cannot fail to appeal to a child's mind. Opposite to it is the phonetic transcript and on the page following it the ordinary script. By employing the picture as a cover the teacher may use whichever form of writing he chose. The vowel, and some of the more difficult consonant sounds are grouped together as words or short sentences for the purposes of drill. The type is bold and clear. A few simple poems and songs are included, as well as a French-English vocabulary. P.L.R.

LETTRES DE MON MOULIN. Vol. I: S. W. Grace (Mills and Boon. 2s. net.)

Those who desire a reader on the direct method will find their needs supplied in this volume of selected chapters from Daudet's well-known work. Words in the text are explained in French at the bottom of each page. A few pages for "memoranda" are added at the end of the book. P.L.R.

KING HENRY V. (Blackie and Sons, Ltd. 1s.)

KING RICHARD II. (Methuen and Co. 2s.)

CORIOLANUS. (W. B. Clive. 1s. 6d.)

KING JOHN: Questions and Notes. (Geo. Gill and Son. 1s. 6d.)

The first of these volumes belongs to the excellent series known as the Self-study Shakespeare, and the second is a further volume of Methuen's English Classics.

Notices of both these series have already appeared in these columns, and we strongly recommend them either for school or home use.

The University Tutorial Press edition of "Coriolanus" follows the usual line of publications having the requirements of definite examinations in view.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Oxford.

Four statutes were promulgated in congregation last month : (1) To provide that the Proctors should be members of the **Visitation Board**; (2) to define the conditions under which a candidate in the **Honour Schools** may be given an *agrotas*; (3) to provide that a candidate who has obtained a **second class** in the Honour School of Theology may enter for the degree of B.D. in the following year; and (4) to define the conditions under which degrees may be conferred in absence.

Stoll Research Scholarship.

Sir Oswald Stoll, in memory of his mother, Adelaide Stoll, has founded at Christ's College, Cambridge, a Research Scholarship to be awarded either in (a) the history and literature of the Drama, or (b) Economics with a preference for (a). It is open to all graduates below Masters of Arts at the time of election. The selected candidate, if not a member of Christ's, must join the college within one month of his election. The first award will be made in July.

Liverpool and Spanish.

The sixth annual Summer School of Spanish organised by the University of Liverpool is to be held at Santander from August 6th to September 2nd. An elementary course will be held from July 20th to August 3rd. The instruction is given mainly in the mornings. Professor Allison Peers will, on certain evenings, conduct optional classes intended primarily for those working for examinations. Further information may be obtained from the Secretary, Summer School for Spanish, University of Liverpool.

Mr. Butler's Gift to Birmingham.

The Council of Birmingham University decided last month to go forward with the erection of new buildings at Edgbaston to accommodate the biological departments of Botany, Zoology, and Brewing and Fermentation. They will cost between £90,000 and £100,000, but the magnificent donation of £35,000 from Mr. W. Waters Butler and another of £5,000 from an anonymous donor have brought the scheme within sight of realisation.

London and Librarianship.

An entrance scholarship of the value of £40 a year for two years is offered for competition to students intending to enter the University School of Librarianship next October. Applications must reach the Secretary of University College not later than May 30th.

Historical Research.

The total number of persons using the Institute of Historical Research (University of London) during the past session was 167. In 1922-3 it was 162, and in 1921-22, 146. The third annual report includes in its announcements the establishment of a prize in Modern Naval History, in memory of Sir Julian Corbett.

Simpson Gee Endowment Fund.

Mr. H. Simpson Gee, J.P., of Knighton Frith, Leicester, who died in July, has left £20,000 free of all duties to University College, Leicester, to found the "Simpson Gee Endowment Fund." By the generosity of the executors (who were given discretion to defer payment for three years) the legacy has been paid forthwith, and certain trustee stocks transferred, by which the endowment income of the College has been augmented by £980 per annum. The College has also received recently gifts of £2,000 from Sir Jonathan North and £3,000 from Messrs. Stead and Simpson to endow lectureships in Chemistry and Physics.

A New School at Cambridge.

"The Malting House Garden School" has been opened at Cambridge for children of two and a half to seven years, by a number of parents with the help of an advisory council including Dr. Percy Nunn, Dr. Ballard, Dr. Cyril Burt, Dr. C. S. Myers, Dr. James Glover, and Professor Helen Wodehouse. It is conducted on Montessori principles under Mrs. Susan Isaacs, who was trained at the Cambridge Psychological Laboratory. The school will be open for five days a week from 9-30 to 3-30 and the children have free access to a large garden with an open air shelter.

Free Places.

From an answer given in the House of Commons by Lord Eustace Percy we learn that on October 1st last there were 128,500 free place pupils in grant-earning secondary schools in England and Wales, which is about 36 per cent. of the total number of pupils in the schools. Bradford has 5,022 free places or 17.6 per 1,000 of its population; Merthyr Tydvil has 1,100 or 13.7 per 1,000, and Rhondda 1,706 or 10.5 per 1,000. Smethwick with a population of 75,757 has only 112 free places or 1.5 per thousand.

A New Taunton's School.

Taunton's School, Southampton, is named after Alderman Taunton, and it was erected out of funds provided by his will in 1752. A hundred years or so ago it was re-established in New Road and has been there ever since. Next year, however, will see it in a pleasanter spot facing the Common at Highfield, where the Mayor laid the foundation stone a few weeks back. It was laid down in the charity that all the boys should take up a sea-faring career, and it is recorded that in 1768 all the scholars refused and were expelled. However, the terms are now altered, like the governors, who are the Local Education Authority.

The Governors of **Rendcomb College**, Cirencester, are offering an open scholarship for a boy between 11 and 13½. The winner will have all the advantages of the school for an inclusive fee of £40 a year. Rendcomb is an experiment in mingling boys of different social classes in the life of a public school.

Wycombe Abbey School.

Miss Arbuthnot Lane has been appointed head mistress of Wycombe Abbey School by the Council of the Girls' Education Company, Ltd. She will succeed Miss Whitelaw, who is retiring at the end of the summer term after fifteen years' service. Miss Lane has been for sixteen years on the staff of Clifton High School, Bristol.

St. Mary's College.

The Council of St. Mary's College, Lancaster Gate, has appointed Miss Apperson, M.A., Classical Tripos, Newnham College, Cambridge, to be head mistress in place of Miss Powell, who will be occupied only with students in training. Miss Apperson was for seven years on the staff of St. Paul's Girls' School.

Schools and Honoured Names.

The Northey Street School, Limehouse, has been renamed the **Cyril Jackson School**, Northey Street, E.14, and the Somerford Street School, Bethnal Green, S.W., is now the **Stewart Headlam School**, Somerford Street, E.1.

Tuskegee Institute.

Mr. John D. Rockefeller, junr., has given 1,000,000 dollars towards the fund of 5,000,000 dollars (£1,000,000) being raised by the Tuskegee and Hampton Institute for Negro education in the South. The fund has now reached £700,000, and Mr. George Eastman, the Kodak manufacturer, has promised another two million dollars if the fund is fully raised.

The President "not satisfied."

Sir Harry Brittain asked the President of the Board of Education a question about oral tests in modern foreign languages for pupils taking the first school's examination. "Is the noble Lord satisfied," he continued, "that the children of this country receive the same opportunities in this direction as the children of practically every other country on the Continent?"

Lord Eustace Percy: "In educational matters I am satisfied with nothing."

Recognised Schools.

A new edition of the Board of Education's list of recognised grant earning and other secondary schools has been published through the Stationery Office. The names of some 1,300 schools are given, together with the names of the responsible body, the head master or head mistress, the fees which are charged and the number of pupils on October 1st, 1924. A useful reference book therefore.

Another Educational Week.

Brighouse has held its Education week. Messages were sent by the Archbishop of York, the Bishop of Wakefield and Mr. C. P. Trevelyan.

PERSONAL NOTES.

An English Psychologist.

Psychological science has lost by the death of Dr. James Ward a very notable scholar. He was born at Hull on Jan. 27th, 1843. He gave up architecture and the ministry for philosophy, to which he made brilliant contributions. He brought to psychology a deep knowledge of physiology acquired under Ludwig and Foster, who called him a "physiologist spoilt." He was the author of the masterly article on psychology in the ninth edition of the "E.B." enlarged in 1918 into "Psychological Principles." In 1922 he published a "Study of Kant."

From Army Coach to Professor.

Professor John Arthur Platt died last month at the age of 64. Before going to University College, London, in 1894, as Professor of Greek, he was on the staff of Wren's, the Army and Civil Service coach. He published translations of the "Agamemnon" and Aristotle's "De Generatione Animalium." He was an omnivorous and erudite scholar and read Spanish, Italian and Persian.

A Blind Rhodes Scholar.

Mr. Donald J. McDougall is not the first blind man to woo learning despite his handicap. He has been awarded a special Rhodes Scholarship to cover two years at Oxford. Blinded at Ypres in 1916 while serving with Princess Patricia's Canadian Light Infantry, he was trained at St. Dunstan's and became massage instructor at Pearson Hall, Toronto. In 1922 he began studying for the Toronto University Arts Degree. At the end of his first year he won five first class honours and one second class. At the end of the second year he topped his class again by getting all first class honours—a truly remarkable achievement.

Mr. G. E. K. Braumboltz, M.A., of Emmanuel College, Cambridge, has been appointed Corpus Christi Professor of Comparative Philology in succession to Dr. Joseph Wright, retired.

Honouring Loeb.

Cambridge has conferred the degree of Doctor of Law *honoris causa* on Mr. James Loeb, founder of the well-known and much valued Loeb Classical Library.

Mr. Alderman Bush, chairman of the Bath Education Committee has been appointed president of the Association of Education Committees for 1925. He will be installed at the annual meeting to be held in London next June.

The Rose Sidgwick Memorial Fellowship, to enable a British woman graduate to take a year's study in the United States, has been awarded to Miss M. M. Te Water, M.B. Miss Te Water was a student of Johannesburg and Pretoria and with a special scholarship from the Transvaal Government studied medicine at Bristol University. She is engaged in research on the best methods of educating sub-normal children.

THE NEW MASTER, OR CUPID IN THE CLASSROOM: an operetta for Boys: by Heathcote D. Statham. Curwen. 2s. 6d.

This very lively work in one act is dedicated by the author-composer to the Boys of St. Michael's College, Tenbury. The characters are: A new Master, the Matron, Head Boy, two Dunces and Chorus of School-boys. As a curtain raiser for a new Music Master about to begin his work with boys, this jolly little play should be "top-hole," as the pupils would say. The "plot" if not exactly new and original, is certainly moving, for the action throughout is vigorous and would no doubt be enjoyed greatly by all the performers, and would be played and sung *con amore*. The music throughout is well arranged, the songs showing evidence of a complete understanding of boys' voices and boys' love of energetic action. There are songs, duets, choruses, and dances, all of a lively character, and the whole play moves along briskly to the finale. "Oh: rapture unexpected," in which the New Master gives his pupils holiday for the rest of the term as an expression of his surprise and delight at finding, in the person of the Matron, his long lost love. Very suitable for a concert item in any school, and provocative of much merriment.

A.G.

NEWS ITEMS.

The President on Estimates.

Speaking about Education Estimates at Hastings last month, Lord Eustace Percy, the Minister for Education, said: "A few people seemed to think that, in some mysterious way, the Board of Education could increase its expenditure within the next twelve months by almost any figure that might appear desirable. That showed a strange ignorance of the whole system of public education . . . To a very great extent increased expenditure meant new buildings. Any president of the Board of Education or any member of a local education authority knew that expenditure on new projects of educational expansion could not, as a general rule, begin to be incurred in less than twelve months at least from the date when such projects were authorized, and in the case of any projects involving building, the time was more likely to be two years. In fact . . . the Board estimates for any given financial year represented the Board's policy, not during that year, but during the previous two or even three years."

Lancashire's Building Plans.

The builders and the bricklayers ought to feel encouraged. There are proposals for building 240 new secondary schools, and the "very rough guess" of the President of the Board of Education indicates that some 200,000 more places are wanted in the elementary schools. The amount of school building now in prospect is sufficient in some areas to provide of itself a guarantee of employment for new entrants into the building industry for many years to come—that is what Lord Eustace Percy himself has said. In Lancashire they are going ahead—as is natural—with a new apprenticeship scheme which in a few weeks' time will be at work. Employers, operatives, and local authorities have agreed upon it and craftsmen for building will be produced in such a way that will, in the words of Councillor W. E. Mitchell, "completely turn the situation upside down"! Building in fact is very much in the air just now!

For Women only.

A scholarship is offered to women who have resided in the West Riding of Yorkshire for at least ten years, and are prepared to take a course of advanced study or research in domestic science. Applicants must hold either a combined domestic subjects diploma or be graduates in Science. Selected candidates will be interviewed at Leeds before the election is made. Application forms must reach Miss Silcox, Hon. Sec. of the Annie Eddison Scholarship A Committee, 5, De Grey-terrace, Leeds, between April 24th and 30th.

Music and Children.

An excellent innovation came into the last, the fifth, concert for children under the educational scheme of the Philharmonic Choir, held recently at the Central Hall, Westminster. This was the introduction of songs by the winning secondary school choirs at the London School Musical Festival inaugurated by Miss D. Read of Dulwich High School. A self-trained choir from the school, with a girl conductor, sang Este's "How merrily we live" and another choir from the Mary Datchelor School rendered a two-part setting of "I'll rock my bonny babe to rest."

The Apocrypha for Children.

The County Education Committee of Wiltshire discussed an unusual question—whether the Apocrypha should be supplied to Wiltshire schools if requisitioned. Mr. W. J. Mann wanted to know whether they seriously intended to teach that Daniel killed the Dragon by putting a lump of pitch down the monster's throat. Perhaps he thought it would be unwise to encourage children of tender years to adopt such risky methods. You cannot be too careful.

Sublime Heights.

Pittsburg's proposed "Cathedral of Learning" is to be 680 feet in height. It is intended to symbolise the meaning of education, expressing "beauty, wonder, spiritual fineness and above all, creative courage." It will lift the thoughts not only of its students, but those who pass by to the "level we know as sublime." Apparently when the next skyscraper goes one better and reaches a quarter of a mile instead of a furlong up into the air the students and passers-by may hope to feel like angels. It sounds like a modern parody of the Tower of Babel.

LITERARY SECTION.

BOOKS AND THE MAN.

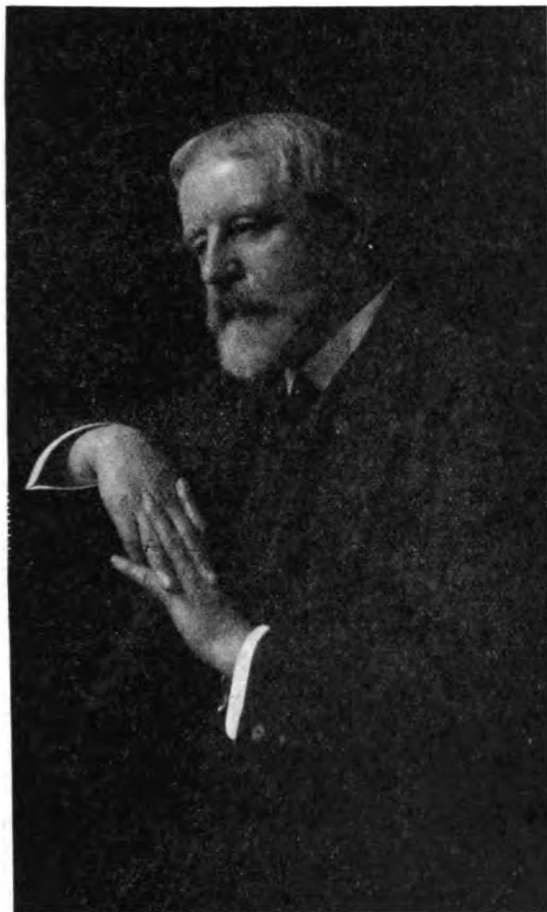


Photo: J. Russell & Son.

The Artist in Life.

The late Sir James Yoxall was a man of wide and varied interests. His duties as the Secretary of the National Union of Teachers and the exacting demands of a parliamentary life which extended over twenty years might have been held to exempt him from any obligation to develop outside interests, or to take any pains to preserve his own soul amid the throng of men—and women—whose professional and personal concerns were constantly before him. Yet he contrived to escape the peril of extreme "busyness" and he might have said, with St. Augustine, *secretum meum mihi*, for in his most strenuous hours he conveyed the sense of having hidden sources of spiritual satisfaction, a temple built by himself for the retirement of his own soul, wherein he was safe from every form of vulgar intrusion and petty distraction. Thus he came to be what Stevenson calls "an artist in life," since he retained control of his material and studied how to fashion it according to his own needs and aims.

These considerations give special interest to the volume entitled "Live and Learn," which Messrs. Hodder and Stoughton have lately published at the modest price of

five shillings net. It contains probably the last writing of Sir James Yoxall which will be published. For this reason alone the book will have a special value for his many friends. Also it reveals the man himself as he was known to but a few even of those who were fortunate enough to be counted among his friends. There is a mellowness of thought and a fine spirit of serenity running through the essays, mingled with a canny wisdom on practical affairs. Here is advice on thrift.

"I do not advise narrow money-thrift—a sordid saving to live or living to save, which may mean that life goes past you unenjoyed. Thrift of health is essential, of course; there should be body-frugality; and there should be continual mental investment; but also, some money-thrift there should be."

The texts or occasions for the essays are of the most varied kinds. A fob-seal bearing the device *Après* leads to some reflections on the importance of looking before we leap and of biding one's time until there comes the favourable moment for energy. In this discourse are many revealing touches:

"The cool hand, the understanding person, never permits other people to flurry him; the impetuous, impulsive, can't-wait sort of man is always flurrying himself."

Two rings found hidden away in an old bureau lead to pleasant musings about the original owners and to a brief philosophy of married life. A thought on library steps expands into a pleasant essay on social ambition and the value of books.

Especially poignant is the concluding chapter, written in Switzerland during the brief spell of leisure that intervened before the author's untimely death. He reminds us that "neither favouritism nor luck ever provided anybody with that inner ripeness which is the seal upon true life-success." He adds: "True success is internal; it is, as the greatest of apparent failures said of the greatest of Kingdoms, *within you*."

And finally:

"It is evening that harvests. In middle life—and this is my last piece of advice—we should plan and procure for some years of serenity and leisurely interest towards the end; not postponing retirement too long. The artist at living constructs beforehand some house of lull, I say, some cabin of quiescence, no matter how small; there at the end to wait, with acquiescence—for understanding can "overcome the sharpness of death"—till the sickle-cut reaps the ripe. Listen to John Bunyan: 'When the Day that he must go home was come, many accompanied him to the River, into which as he went he said, Death, where is thy Sting? And as he went down deeper, he said, Grave, where is thy Victory? So he passed over, and the Trumpets sounded for him on the other side.'"

There could be no better epitaph for James Henry Yoxall.

SELIM MILES.

REVIEWS.

English.

MODERN ENGLISH WRITERS: BEING A STUDY OF IMAGINATIVE LITERATURE, 1890-1914: by Harold Williams. (Sidgwick and Jackson. 16s. net.)

It is difficult not to be dogmatic about the work of another critic. We are inclined to state our own preferences as a canon of art. I shall not do that, but simply declare that I disagree most profoundly with most of Mr. Williams' views. Mr. Williams admires the poetry of Laurence Hope, the loved of suburban drawing-room singers, but he does not care for Michael Field. To him Moira O'Neill's charming little sentimental lyrics are great poetry, while Francis Thompson is not even a great failure. He prefers the odorous purple twilight of Yeats' early poems to the clear reality of his later work. In other words Mr. Williams is very sentimental. Mr. Williams is likely enough to be right, and I am likely enough to be wrong. In short, those who agree with this author's views will enjoy his book.

There is, however, a more certain objection. The book closes in 1914 before most modern writers had produced their greatest work. It is therefore with the dead authors of the nineties that Mr. Williams is at his best, and I am glad to see him champion Stephen Philips, for the sake of "Paolo and Francesca," and give a really brilliant account of the work of John Davidson.

But because his period closes at 1914 he dismisses the poetry of Maurice Hewlett in a few lines, for the "Village Wife's Lament," one of the greatest long poems in the language, had not yet been written. De la Mare is accounted a charming writer of trifles, as "Motley" and "The Veil," which disclosed the real depth of his work, had not been published, and the drama of Yeats and Granville-Barker are considered without their respective Hamlets, "The Player Queen" and "Waste." And how can we talk of Conrad without "The Rescue," of Hardy without "Moments of Vision," of Galsworthy without "The Forsyte Saga"? H.G.G.

BROWNING'S RING AND THE BOOK AS A CONNECTED NARRATIVE: Alexander Haddow. (Blackie and Son, Ltd. 3s. 6d. net.)

I really cannot see the object of this book. Mr. Haddow from his Preface would appear to be an admirer of Browning, yet it would appear also that he has the presumption to suppose that his own prose is more interesting than Browning's poetry, which is introduced at intervals. Mr. Haddow reminds me of a clergyman, whom I once knew, a great "admirer" of the Bible, who spent his time arranging the four gospels into one consecutive narrative. Yet even he had not the impertinence to paraphrase the greater part of it. Yet it is we of the younger generation who are accused of irreverence towards the great Victorians.

H.G.G.

TWO SCHOOL ANTHOLOGIES:

A BIBLE ANTHOLOGY: Treble and Vallins. (John Murray)

THE GOLDEN BOOK OF NARRATIVE VERSE: Frank Jones. (Blackie and Son, Ltd. 2s. 3d. net.)

The first of these anthologies is an excellent and well-carried out idea, with a very sensible introduction by one of the editors. It is a regrettable, but I suppose necessary, fact that the Bible in schools is too mixed up with a particular religion, so that the boy, who is repelled by the religion, is often unable to regard the Bible in its most important aspect, that of a great work of art. This anthology will do much to remedy the fault. As to Mr. Jones' anthology, all we can say is—all is not gold that glitters.

H.G.G.

MATTHEW ARNOLD: SOHRAB AND RUSTUM, THE SCHOLAR GIPSY, THYRSIS: Edited by G. E. Hollingworth. (London: W. B. Clive, University Tutorial Press, Ltd. 1s. 6d. net.)

I suppose they will always continue, these little cheap editions of particular poems with notes by editors, as long as any rate as there are examinations in English literature. Though why anyone should be taught about Matthew Arnold, when he might be learning to make an electric battery, is a mystery. The present editor does his work as well as all the other editors in the past. There is a little map in the beginning, so that all may see where are Bablock Hythe and the Fyfield Elm and "the line of festal light in Christ Church Hall." But why is there not a map to show one Oxus stream, and high Pamere, Seistan and Casbin, Ferghane and Cabool, where Perom-Wise pitched his tents, and where Zal, the old, sat waiting?

H.G.G.

Classics.

SELECTIONS FROM THE LATIN FATHERS: by Peter E. Hebert. (Ginn and Co. 7s.)

The Latin Fathers have certainly been very little read in schools and colleges as a part of the classical course, but we too readily forget that Latin was a living language in other days than those of Cicero and Vergil, and no doubt there is room for experiment in the way of widening our range of choice for Latin authors for schools and colleges. This book is prepared for the use of young college men in America; the selections are well chosen, the print is good, and the notes are brief. Some of it, at any rate, would be most valuable and interesting reading for a sixth form as a change from a severely classical diet.

E.G.B.T.

MATRICULATION LATIN PAPERS. (University Tutorial Press. 2s.)

This booklet contains a number of examination papers modelled on the recent London Matriculation papers and including some questions actually set. It is prepared mainly for the home correspondence student, and includes some useful "Notabilia" and warnings against common confusions and pitfalls. It will be found useful to the teachers in schools to supply material for revision tests, etc., but would naturally have no place in the normal course of work.

E.G.B.T.

LATIN UNSEENS FOR MIDDLE FORMS: selected by L. D. Wainwright, M.A. (Methuen. 1s. 6d.)

This selection gives 150 passages, which are arranged prose and verse alternately. The majority are taken naturally and rightly from the authors usually read in schools and set in examination papers, Caesar, Cicero, Livy, Ovid and Vergil claiming more than half the number. There are also a few well chosen passages from other sources, and Statius and Claudian are welcome additions to the usual middle school unseen hunting ground. One regrets, however, the complete omission of Catullus, as a short Latin course of three or four years often leaves the secondary school child's acquaintance for the Catullus to the unseen book.

It is a most practical little book, excellently suited in selection, length of passages, and pointing to the needs of a Matriculation form.

E.G.B.T.

VIRGIL: THE GEORGICS: edited by John Sergeant and T. F. Royds.

VIRGIL: ÆNEID VII—IX: edited by R. A. Knox.

HANNIBAL'S INVASION OF ITALY (LIVY XXI and XXII): edited by J. Jackson.

EURIPIDES: HECUBA: edited by J. T. Sheppard. (Clarendon Press. 3s. 6d. each.)

These are four new volumes of the excellent "Clarendon Series of Latin and Greek Authors," where the text is given partly in the original and partly in English, which has now risen to about twenty in number. These latest editions keep up the tradition established by the earlier volumes of combining scholarship with a ready insight into the mind of the boy or girl approaching Vergil, Caesar, etc., for the first time.

The method of presentation is one that has very obvious advantages for a historical or narrative work, but a play loses something of its unity by this treatment. It is far better, however, to read the Hecuba under Mr. Sheppard's guidance and with his translation of the harder parts than not to read it at all or to read it at a speed that produces boredom. Mr. Sheppard gives, too, a delightful introduction on the Greek theatre. The treatment of the books of the Æneid is rather disappointing. Here learning is more evident than appreciation of the learner's point of view, and the long critical introduction and rather wearing rhymed couplets which the translators have chosen will not attract the young reader. It is a pity, when so much that is vital to Rome is expressed here, where Æneas is on Roman soil—and there is not even a map or plan of Rome to help the schoolboy or girl to visualise what Vergil saw as he wrote these words and what every Roman saw as he read them. The Georgics volume gives us a very welcome addition to the series. The editors have given it to us all at once, and not in four sections, with only a short introduction and few notes. Mr. Jackson gives us a spirited translation of the Livy, a few, but not enough, good illustrative maps, and a useful historical introduction.

E.G.B.T.

(Continued on page 152.)

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THE GATEWAY TO LATIN COMPOSITION: by E. A. Sonnenschein, C. S. Williamson and W. A. Odell. (Clarendon Press. 3s. 6d.)

The second and third year of Latin is always the dullest and most difficult part of the whole course to the pupil, and the worst moments of this trying time are spent on "sentences"—as the victims tersely call their instructor's efforts to impart to them the power of writing Latin with reasonably accurate accidence and syntax. A good book of exercises is a great help but is difficult to find. The authors of "The Gateway" have produced another attempt to get over this difficult but necessary stage, but it cannot be said that they have made any great improvement on the books already published for this purpose. Their system is to give a chapter of explanation of a rule, with examples, exercises on the rule consisting of detached sentences and also continuous passages for translation. The explanation is often too wordy and the exercises illustrate the rule efficiently but are very dull, and dullness is not essential to efficiency. Surely the Romans sometimes spoke and wrote about other things than battles, building cities, and electing consuls? These faults, however, are common to almost every set of English-Latin exercises meant for middle forms, and it is high time that we had a collection of sentences—or of simple continuous passages—that would give a child material for practising Latin "constructions" without convincing him that no one ever writes in Latin about anything interesting. E.G.B.T.

Music.

RHYTHMIC GAMES FOR LITTLE FOLK: by Dora Pardoe; edited by Cyril Jenkins. Nisbet and Co., Berners Street. 5s. net.

As is suggested in the title of this excellent collection, the purpose of this work is to encourage in a quite happy manner the instinctive love of rhythmic movement of little children. Incidentally very much valuable musical training is given. There are exercises for marching, running, skipping or tripping, hopping, galloping, and jumping: time, accent, and rhythm and expression by means of movement are also taught. Suggestions for musical interpretation and the art of listening are included, while the selected musical excerpts are without exception wholly good. Various composers, including Handel, Mozart, Schubert, Beethoven, Schumann and many others are drawn upon for the illustrations; and the verbal instructions which accompany many of the examples indicate clearly how the teacher shall proceed. Apart from the particular purpose of the work, the book itself should be of great use in schools, for its many excellent examples of good music for marches, dances, and other rhythmic movements. A.G.

SIMPLE GROUP DANCES: by Ruth Clark. Curwen. 5s.

Here is another good collection of dances for use in schools—chiefly for girls. The writer states that she has taught these dances to pupils ranging in age from five to fifteen. Although there are ample directions, diagrams, and capital photographs to assist teachers in training their groups, the collection is arranged for the use, especially, of those trained teachers of physical training who have taken a course in the teaching of dancing. The numbers include polka and skipping, running trio, Brahms' Valse No. 2, circle dance, fairy dance, The Mill, and nymph dance. The writer is to be complimented on clearness of direction and arrangement and on her selection of musical illustration, for among these, in addition to Brahms, there are examples from Schubert, Tchaikowsky, and Jensen, and these piano parts call for a player of rather more than ordinary ability for their proper interpretation. A.G.

MESSRS. J. H. LARWAY, 14, WELLS STREET, OXFORD STREET, W., continue to issue their Student Series for young piano performers, and among a parcel recently received are the following: "Harebells on Barstead Downs," "A leisurely tune—in the nature of improvisation;" "Musette," "Dreaming in the Garden," and "A little Rhapsody." All are written by Ernest Austin, who has made so many acceptable and freshly-conceived contributions to juvenile music of late.

From the same source comes also another set of "Borrowed Melodies," this time Welsh folk tunes. Not the least interesting feature of these pieces is the intimate chats which Mr. Austin gives at the commencement of these Albums, for these talks put the would-be performers at ease and on good terms with the teacher, the composer, and themselves before they begin their pleasant task of mastering the pieces.

Two new songs, "Rondeau" and "The Melodies of Brockweir," in which latter song both words and music are by Mr. Austin, show the composer in still another vein as song-writer. Both are suitable for drawing-room or ballad concert, and the "Brockweir" number is particularly pleasing.

"Roderick Rumpletic," a unison song for school use, and "A Boy's Song," words by James Hogg and music by Ernest Austin set for treble voices, two-part, are two new leaflets issued by Messrs. Larway, and both excellent school songs. A.G.

OXFORD UNIVERSITY PRESS RECENT MUSIC. Among many recent publications issued by the Oxford Press none is more interesting or more valuable to the musician than Bach's Church Cantata 122, "Sing we the Birth," arranged for sopranos and bass soloists and chorus. Vocal score, 1s. 9d. Chorus only, 9d.

Although most probably written for the Sunday after Christmas Day in 1742 and intended for use at the New Year, it is, with slight verbal alterations, suggested in this setting suitable for other seasons. All lovers of Bach will welcome this further contribution of the greatest master of music, and all Bach students should avail themselves of the opportunity thus afforded of studying another most interesting choral work. A.G.

Among other numbers of the Oxford Choral Songs calling for special mention on account of their interest and musicianship may be mentioned: Unison Songs—"Under the Broom," by E. J. Mocran; "Aupres de ma Blonde," by Hubert J. Foss; "The Last Long Mile," an Army marching song by the same composer; "Meg Merrilees," by Robin Milford; Kipling's "The Children's Song," to a new setting by Dr. Whittaker; "A Boy's Song," by Percy Turnbull. Of part songs the following are all worthy of careful survey: "By a Bank," two part, by Norman Peterkin; "Welcome, sweet pleasure," two part, by Gerrard Williams; "Three Old Carols," by J. M. Joseph; "Three Old Carols," Set 2, by the same composer, and a further set, No. 3, all for three parts, "May Day Carol," by Gerrard Williams, four part; and finally "Carolette," by H. C. Stewart. A.G.

History.

PACIOLI'S TREATISE ON DOUBLE ENTRY BOOK-KEEPING: translated by Pietro Crevelli, F.C.R.A. (Published by the Institute of Book-keepers and Simpkin Marshall. 7s. 6d. net.)

This remarkable volume is a translation from a work issued in Venice in 1494. It is remarkable chiefly for this: that the student of modern book-keeping will find here the general principles, the order of subjects, and the main details, here set out just as they are (if we except the religious references) in a text-book of the subject issued from any European or American press to-day. Opening entries, partnership accounts, expense and real accounts, banker's drafts, bills of exchange, trial balance—they are all here, and in a startlingly "modern" form. Once again it seems that the ancients, as the Yorkshire farmer complained, have stolen our best ideas.

The book is well produced, with a fine portrait of Frater Lucas Pacioli (supported, shall we say, by the Duke of Urbino), and a reproduction of the first page of the black-letter original. R.J.

BLACK'S ILLUSTRATED HISTORY NOTE-BOOKS. Book I. From the Earliest Times to 1066: by G. H. Reed, M.A. (Black. 6d.)

Teachers of history divide themselves into two groups in the matter of note-books: those who prefer that the whole note-book shall be made up by the pupil, and those that welcome such aids as publishers may offer, as, for example, this of Mr. Reed. Certainly children will be eager enough to colour these drawings. R.J.

THE GREAT HISTORIANS: An Anthology of British History Arranged in Chronological Order: by Kenneth Bell, M.A., and Gladys M. Morgan, M.A. (Christophers. 5s.)

This volume suggests comparison with "Readings from the Great Historians," recently reviewed in these columns. It is different, not only in being issued in one volume, but in a different use of the phrase "Great Historians." This book is evidently intended for older pupils than was Mr. Mackie's series. We have here, not only J. R. Green, but the less popularly known Thomas Hill Green. We have Stubbs, Michelet, Freeman, Thierry, Gibbon, Maitland, Ranke, Taine, Dicey, Acton, Hallam, Lecky. What a feast of names: It is true that each contributes

(Continued on page 154.)

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but a scrap to the feast, but the scraps are well chosen. The biographical notes on the historians quoted form an excellent addition to the volume. They contain some excellent portrayals: "A fat and placid bachelor, who loved good food and drink and pleasant society"—here is Gibbon in relaxation. "He had the mind of a lawyer" (Milman); "His history suffers in depth and sometimes accuracy" (Prescott); "A Puritan in character and conduct, and even in appearance" (T. H. Green). Such a note as that on Lord Acton is as valuable as the quotation that follows it. To give the student of history an idea of the man whose words and views are set before him is to render him the great service of awakening the power of critical and questioning study.

R. J.

SCHOOL HISTORY OF ENGLAND: by M. E. Carter. Second (1924) Edition. (University Tutorial Press. 5s. 6d.)

Examination text-books change but little: which is not in itself a compliment to examinations as a whole. This text-book follows the usual useful plan. It is carefully divided into books, divisions, chapters, and paragraphs, all numbered. The table of contents is also a good chronological table. There are ten genealogical tables, nine maps, over sixty columns of index. The student can find any fact with the minimum of searching. There is, to begin with, a tabulation of English History into thirteen main divisions, a note on Geography, and a glance at the Unwritten History of the Stone Ages. Altogether, a very practical and workmanlike student's guide.

R. J.

Citizenship.

THE MIGHTY HEART: A Survey of England as it is, and a Vision of what it might be: by W. Margrie. (Watts and Co. 2s., paper; 3s. 6d., cloth.)

The irrepressible Mr. Margrie here presents to the transpontine, London, and English-speaking worlds another volume—his sixth, we fancy—of his views on man. We are told on the cover that "G.B.S. at last finds his match," that "the book is witty, audacious, and brilliant," that Mr. Margrie has "a powerful mind" (G.B.S.), that he is the "Superman of the Old Kent Road" (*The Star*). After that, one feels that reviewing is here utterly inadequate. Readers must get the book, and chuckle.

R. J.

French.

ZADIG: Voltaire.

LE LAC DE GERS ET LE COL D'ANTERNE: Tôpfeer.

LA PETITE FADETTE: Sand.

Edited by T. H. Bertenshaw. (Longman's Abreviated French Texts. 6d.)

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P.L.R.

CONTES CHOISIS: Paul Arène. Edited by F. A. Hedgcock. (Sidgwick and Jackson. 2s. net.)

Previous volumes of this series have already been reviewed in this journal.

P.L.R.

HANDBOOK OF FRENCH CORRESPONDENCE: Chéron and Schenck. (Oxford French Series. 4s. 6d. net.)

Though primarily written for American students by teachers in America, this book should help to fill a gap in the knowledge of all English-speaking people. It deals very fully with the phraseology, which presents many difficulties known only to those who have attempted to write a letter in French dealing with some specific subject.

The book is divided into two parts. Part I deals with over forty subjects—from enquiries concerning the booking of rooms to the more formal type of letter of invitation, acceptance, or refusal, and messages for "Cartes de visite." Instructions are also given as to how to address an envelope, how to begin and end a letter, whether business, official, or social. Opposite a letter in English is given one in French which deals with a parallel subject and serves as a model. Part II contains a selection of letters beginning with examples of letter-writing in French taken from the 17th century up to the present day. We entirely agree with the authors in "their belief in the need that exists for students of French to learn the technique of the French letter." A properly constructed letter in a foreign language does undoubtedly go a long way to increase a mutual sympathy, understanding and respect between peoples of different nations. The volume is pleasant to handle and the type is good.

P.L.R.

CONTEURS FRANCAIS D'AUJOURD'HUI: R. Michaud. (Heath. 2s. 6d.)

As might be expected from the title this book contains extracts by authors whose writings appear for the first time in a school text-book. The aim of the volume is to serve as an introduction to the study of the short story in French, and is suitable for students who possess a certain command of the language. New features are "Exercices litteraires" and a model for "Explication de texte"—an invaluable exercise in the critical appreciation of literature for which the time-table in the average school in this country does not offer sufficient opportunity. Each selection is preceded by a brief account of the author's life and writings. A book that should admirably fulfil its purpose.

P.L.R.

SIMPLIFIED FRENCH READER: J. M. Moore. (Blackie and Son. 2s. 3d.)

Professor Moore hopes that this selection of extracts will meet the needs and wishes of those who desire to introduce their pupils as early as possible to good French by standard authors. Among his choice will be found old friends such as Dumas, Laud, Daudet, About, etc. Difficulties of construction have been simplified and hard passages omitted, but not at the expense of the style. Full notes and vocabulary are added.

P.L.R.

Geography.

AUSTRALIA AND NEW ZEALAND: B. C. Wallis. (Macmillan and Co. 6s.)

This is the latest volume in Macmillan's well-known series of Practical Modern Geographies. The arrangement of each chapter—a few introductory exercises, reading matter, questions—is such as to make this series particularly useful for schools using the Dalton Plan. All the volumes are well illustrated with maps, diagrams and photographs. "Australia and New Zealand," in the hands of Mr. Wallis, fully maintains the reputation of the series.

E. Y.

PRINCIPLES OF HUMAN GEOGRAPHY: Huntington and Cushing. (Chapman and Hall. 15s.)

When a book of this price reaches a third edition in about four years it is evidently meeting some kind of need. It deals with man in relation to the earth and is not an attempt to spread Huntington's special theories about climate and civilization. Teachers who do not yet know this work will find the chapters dealing with the life of man in the chief vegetation regions of particular interest. The changes which have been incorporated into the third edition have consisted of two chief kinds: (1) Many paragraphs have been re-written in order to bring them up to date and to take advantage of advances in geographical knowledge; (2) new maps have been substituted for those formerly used, especially in the case of those showing the distribution of minerals.

One of the important features of the new edition is a new table of the world's chief products, with percentages of production in cyclonic regions.

E. Y.

THE JOURNAL OF GEOGRAPHY. Vol. XXIII. (Annual subscription, \$2.50. English Agent, A. F. Bird, 22, Bedford Street, Strand, London, W.C.2.)

This American journal for teachers of geography is well worth the attention of teachers of geography in England. It contains not only far more detailed accounts of cities and regions in all parts of North and South America than can be obtained elsewhere, but also occasional articles, of real value, on areas outside the Americas. For instance, in the December issue there is a specially good treatment of Wales by Mr. H. M. Leppard, of the High School, Chicago.

E. Y.

(Continued on page 156.)

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Chemistry.

PHYSICO-CHEMICAL EVOLUTION: by Charles E. Guye. Translated by J. R. Clarke, M.Sc. (London: Methuen and Co., Ltd. pp. xii+172. 6s. net.)

M. Guye, the distinguished professor of Physics at the University of Geneva has here collected three papers dealing with the philosophical aspect of modern physical conceptions. The first paper is called "Reflections on the Classification and Unification of the Sciences," and shows how the principle of relativity constitutes a first step towards the union of sciences which are metaphysically separated by the conceptions on which they are founded. The object of the second paper, which deals with "The Evolution of Physico-Chemical Phenomena and the Calculus of Probabilities," is to show the statistical significance of Carnot's principle, which is found to be limited by fluctuations, that is, by the probability law. The last paper, "Carnot's Principle and the Physico-Chemical Evolution of Living Organisms," endeavours to show that Carnot's principle, considered as a statistical principle, must disappear when it is sought to apply it to more and more heterogeneous media, such as very probably constitute living matter, as the law of large numbers on which it rests then ceases to be applicable. The reader is finally led into the realms of metaphysics, since the last section of the third paper outlines a unicist philosophy, based on Carnot's principle, of the origin of life.

Altogether a stimulating book, which will repay study.

T.S.P.

EXERCISES IN GENERAL CHEMISTRY: by H. G. Deming and S. B. Arenson. (New York: John Wiley and Sons; London: Chapman and Hall, Ltd. 1924. pp. xiv+247. 9s. net.)

The aims of the authors are: (1) To make the student familiar with a few representative types of matter. (2) To reveal some of the general principles that govern the transformations of matter. (3) To afford some experience with the experimental methods by which chemistry has won its advances.

The first two aims are achieved by detailing experiments such as are usually carried out in an elementary course, while the third is attained by exercises in qualitative and quantitative analysis. At the end of each exercise a number of questions bearing on it are set for the student to answer.

The book is a companion volume to Deming's "General Chemistry," to which continual reference is made, and can only be used to advantage in connection therewith. It is typical of many books which are appearing at the present time, the authors of which, being teachers, like to see their own particular courses embodied in print. One wonders whether there is a demand for so many books of this kind and whether it would not be better for teachers to meet and endeavour to draw up a course of instruction which will meet with general approval. Most probably, however, it would be impossible to please everybody, and the disgruntled ones would still rush into print with their own books.

T.S.P.

Physics.

THE STORY OF THE ATOM: by W. F. F. Shearcroft, B.Sc. (Ernest Benn, Ltd. 1925. 77 pp. Limp cloth, 2s. 6d. net; cloth boards, 3s. 6d. net.)

This is a simple and straightforward account of man's researches into the ultimate structure of matter, written for people with no specialized scientific knowledge. The author states his facts accurately and in an interesting manner; consequently this is a book which can be strongly recommended. R.S.M.

PERIODICALS, ETC.

- The Journal of Geography. February, 1925. 35 cents.
 The Technical College and Polytechnic Times. February, 1925. 6d.
 County Library Conference. November 4th to 6th, 1924. Report of the Proceedings.
 The Assistant Masters' Year Book. 1925. 2s. 6d.
 The New Book of Gardening. Parts 1 and 2. 1s. 3d. net each.
 Architecture: the journal of the Society of Architects. March, 1925. 1s.
 Bulletin of Spanish Studies: a record and review of their progress. March, 1925. Subscription, 10s. 6d. per annum.
 The Parents' Review. March, 1925. 9d.
 The Wide World. April, 1925. 1s. net.
 The School. Toronto. March, 1925. 20 cents.
 Observation: a periodical for Young People. 1s. net.

NEWS FROM THE PUBLISHERS.

The Cambridge University Press has arranged to publish Miss Caroline Spurgeon's work, in three volumes, on "Five Hundred Years of Chaucer Criticism and Allusion," which was originally printed for private circulation to members of the Chaucer Society. Miss Spurgeon, who is a Professor of English Literature in the University of London, has collected between three and four thousand critical allusions to Chaucer, which she prefaces with an Introduction tracing the development and fluctuations of critical opinion of the poet, together with summaries of French and German criticism. A new and important feature of the work will be the twenty-four colotype plates, which are reproduced for the most part from MMS. and famous editions of Chaucer.

Messrs. Constable have just published "Sentences and Thinking," by Norman Foerster and J. M. Steadman. Revised and adapted by G. C. Bateman. The book is so planned that it will be invaluable to pupils at school because of its originality and clearness, and to the private student, who will find it so comprehensive that by their own unaided work they can make considerable progress in the correct expression of thought.

Messrs. Hodder and Stoughton announce for very early publication a new volume by Dr. P. B. Ballard, whose works on "The New Examiner," "Group Tests of Intelligence," and "Mental Tests" have met with such wide reception, under the title of "The Changing School." This volume deals with modern tendencies in education, especially the tendency towards freedom and individual work. It is not descriptive merely but critical as well, and aims at helping the teacher and the parent to winnow the wheat from the chaff. Much attention is given to practical problems of discipline which arise in the home and in the school.

The University of London Press announce for publication this spring one or two books which will be of great interest. "The Sub-Normal School-Child," by Cyril Burt. Vol. 1. "The Young Delinquent," with a number of tables and other illustrations. Other volumes in active preparation are "The Backward and Defective Child," and "The Unstable and Neurotic."

Another volume to be published by the same press is "Modern English," by J. Hubert Jagger. This book will describe the main features of contemporary English. It has been written principally for the use of teachers and students in Training Colleges.

Also the same press will publish Prof. Findlay's book "The Foundations of Education," in two volumes. Vol. 1, "The Aims and Organization of Education"; Vol. 2, "The Practice of Education." These two volumes form a comprehensive work in which the author has put together many of the ideas he has worked out during the twenty odd years that he has lectured on Education in Manchester and elsewhere.

Parents and teachers of young children will be interested in Mrs. S. Herbert's new book, "Child-Lore," a study in folklore and psychology, which Messrs. Methuen have just published. This book gives a simple account of what may be called the Science of Childhood. It traces the progress made in the treatment of the child from primitive times to the present day, and describes its physical, mental, and moral characteristics, including the discoveries made by the new school of psycho-analysis.

Among their publications for the coming season Messrs. Sidgwick and Jackson announce "Howson of Holt," a study in school life, by J. H. Simpson. "Practical Mathematics," by J. Gagan. "Petit Pierre," by Anatole France, an abridged text with introduction and notes edited by Isabelle H. Clarke. "The Carfax Book of English Verse," a new collection for schools, compiled by Dr. Robert Jones, and "Ballads," a selection of fifty of the best old Ballads, edited by Frank Sidgwick.

A GERMAN POETRY BOOK: A. W. Bain. (Methuen. 1s. 9d.)

This small volume is a companion to the French Poetry Book, by the same author. In it will be found sixty-five poems, representing writers from Luther up to our times. It contains two parts, the first consisting of the simpler poems. We come across many old friends and a few specimens of more recent verse. The poems are suitable for learning by heart, and there is material for about two years of school work. P.L.R.

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Index to the Education Outlook,
1924.

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E. SALTER DAVIS,
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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

MAY, 1925

NOTES AND COMMENTS.

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

The Salaries Award.

The reception of Lord Burnham's award of salary scales is a tribute to the sagacity and knowledge which he has brought to bear on the question. The fact that no teacher is to suffer any immediate reduction in salary makes for contentment, and the lengthening of some of the scales by providing smaller increments involves a hardship far less than the worst might have been expected. The opinions of local authorities will be revealed in due course, but the outstanding fact is that there has been no immediate or general protest from any quarter. It remains now for the Board to take whatever steps are in their power to ensure that the scales are duly observed by all the authorities. Sporadic and local disaffection will merely serve to continue the unrest which has prevailed during the past few years, and it ought not to be difficult to bring any recalcitrant authority into line on the ground that the Burnham Scales represent the lowest payments which will serve to attract and retain efficient teachers, so that in any district where lower payments are offered there will be a consequent damage to the recruiting of teachers and to the work of the schools. It will be interesting to discover, as we shall in due course, whether the Burnham Scales are in themselves a sufficient inducement to attract young people of the right type into the teaching service.

Controversial Points.

Two of the associations of elementary school teachers have declared themselves to be dissatisfied with Lord Burnham's award for opposed reasons. The Union of Women Teachers are aggrieved because their increments are lowered, and they feel that they are farther than ever from attaining their objective of equal pay for men and women of the same professional status. The Association of Schoolmasters, on the other hand, would desire a greater difference between the salaries of men and women on the ground that it is essential to attract a larger number of men teachers, in order to provide that every boy over seven years of age shall be brought under the influence of a man in the classroom. They declare that we are in danger of becoming like the United States, where the term "teacher" is fitted to the pronoun "she." The opposition between these two sets of views cannot be reconciled, and it is hardly possible to settle a momentous social question such as that of equal pay for equal work within the comparatively narrow field of the teaching service. One of the best features of Lord Burnham's award is the suggestion that there should be available a sum of money to be spent in adding to the salaries of teachers of special ability. Judiciously administered, this scheme will do something to bring flexibility into the system.

Pensions.

The new Superannuation Bill for Teachers is before the House of Commons, and in many of its features it embodies the lessons gained from the working of the Act of 1918. There is a welcome tendency towards greater simplification and two of the proposals deserve special mention. Teachers who are transferred to the work of organization or superintendence, whether as organizers of subjects or directors of education, are permitted to count their new service as teaching service for superannuation purposes. The underlying principle is a sound one, since the work of an educational organizer or director may be regarded as similar to that of the head of a school, save that it is carried on over a wider field. This, in its turn, involves the principle that those who organize and direct the work of teachers should themselves have had real experience of teaching work. They should, in fact, be members of the profession and not merely clerks or officials. The term "Director of Education" is somewhat misleading, and it is sometimes interpreted as describing an official who is charged with the duty of directing teachers. More properly the function of a Director of Education or Education Officer is that of an expert adviser to the local committee.

Independent Schools and Pensions.

The new proposals, if adopted, will bring us somewhat nearer to a pension scheme which will apply to those who are engaged in independent schools. It cannot reasonably be asked that teachers in such schools should receive any portion of their pensions from public funds, but there would appear to be no reason against an arrangement whereby the proprietor of an independent school might pay on behalf of the staff contributions equivalent to those paid in State-aided schools, while the teachers paid contributions equal to those paid by their colleagues in such schools. The payments could be duly recorded and included in the Treasury accounts, while the service would rank for pension even if the teacher transferred to a State-aided school. It is true that the Pensions Bill, as drafted, makes no provision for a fund, but this omission should be rectified in committee since, in the absence of a fund, it is difficult to see how the teachers can escape a position of uncertainty as to whether their pensions will actually be paid in full or whether modifications by later Parliaments may not result adversely to them. It should not be impossible to establish a superannuation scheme on the principle of contributions from teachers and employers, whether the latter are State officials or private persons, and such a scheme would have the great advantage of removing one of the chief obstacles to the unification of the teaching profession.

Conferences.

The Conference of the National Union of Teachers, held at Oxford at Easter, is described elsewhere. The proceedings were singularly harmonious, and it was evident that the delegates were not inclined to quarrel overmuch with Lord Burnham's award. In his address from the chair, Mr. Wing foreshadowed a new direction for discussions among teachers. If the salaries question can be regarded as settled for the next six years, there will be opportunity to examine afresh many problems which have arisen since the war. Teachers will be able to engage in the task of improving our methods of teaching and of putting to practical test some of the theories which are abroad. It may be that this will give opportunity and prominence to teachers who have hitherto refrained from taking any active part in the work of associations, through a reluctance to take part in proclaiming their woes. It will be to the advantage of education if they now come forward and take their share in the task of establishing teaching upon a true professional basis. This task will involve not only a fresh examination of the principles of teaching and administration, but also an effort to set up standards of attainment and teaching efficiency such as all teachers ought to reach. The gifted amateur who teaches by the light of nature does achieve an occasional success, but an efficient national system of education cannot be built up on the efforts of the "born teacher."

Education at Oxford.

It is gratifying to learn that in Oxford the Department of Education is making steady progress. To meet the demand for enlarged accommodation, the Delegacy for the Training of Teachers has lately provided a new lecture-room, which will be opened on the 1st May by the Rt. Hon. H. A. L. Fisher. The room is to be called the Mulcaster Room in memory of Richard Mulcaster, the first head master of Merchant Taylors School, who was a student of Christchurch in 1555, and one of the first advocates of the study of English in schools. It is appropriate that his name should be associated with the training of teachers, for he urged that "in our Universities there should be a special college for the training of teachers, inasmuch as they are the instruments to make or mar the growing generation of the country." Oxford paused for nearly three centuries before giving official recognition to Mulcaster's view, and even to-day there are doubtless many who would declare that professional training is of no value to a young teacher, and that the sole necessary equipment for the work is an adequate knowledge of the subject to be taught. It is no less important, however, to know something of the human material which is dealt with, and although psychology and other elements in teacher training have not yet attained to the position of exact sciences, they contain much that is of value to the beginner, while a period of practice under supervision may save him and his pupils from the worst effects of empirical bungling.

Juvenile Unemployment.

The number of unemployed persons in this country remains, unfortunately, steady at somewhere near one and a quarter millions, yet our elementary schools are turning into the overcrowded labour market a constant stream of young recruits. Various proposals are put forward as a remedy. Of these, the most obvious is the raising of the school-leaving age to 15 or more, but this, in itself, will not furnish a permanent remedy. Juvenile unemployment appears to be largely due to the taking up of unskilled work by children who have just left school. These furnish a supply of cheap labour for a year or two, and when by reason of their age their service would become more costly, they are dismissed and replaced by younger recruits. The result is a growing army of unskilled and unemployed young people from 16 to 18 years of age. Progress is not helped but rather hindered by the well-intentioned administrative device which compels children to remain at school until the end of the term in which they reach the age of 14 years. This has the effect of causing a large output of recruits three times a year, and although school arrangements are rendered easier, the chance of securing a job which is not of the blind alley nature is greatly lessened and many who might have joined skilled trades are forced into casual work. Hence, it is suggested that with the raising of the school age to 15 there should be a provision that after the end of the term in which they reach their fourteenth birthday, children may leave school to enter a skilled trade or to engage in work which offers a reasonable chance of permanence.

SPRING MORNING.

BY LORD GORELL.

I.

Where the curled apple-blossom, like clustering babes

*In a rosy-cheeked dreaming, swayed
From the old, mossy branches against a sky
As blue as the clutch new laid*

*By the thrush's mate in the budded hedge,
I chanced on a small, ragged boy:
A stream of shrill music arose from his heart,
And the larks were dizzy with joy.*

II.

*"Oh, why such a merry sound, comrade?" I
said,*

*But never a word said he;
His whistle broke off and his eyes grew round,
And he gazed at the blossom and me:
Then he threw me a glance and scampered away,
And I heard his whistle answer
As he passed down the lane and left me there
With the blossom, the larks, and the blue.*

THE UNIVERSITY OF LONDON AND ITS COLLEGES.

A Lecture delivered by Sir William Beveridge, Director of the London School of Economics, to a meeting at the Twentieth Century Association of London Graduates.

The Senate of the University of London was recently engaged without success in endeavouring to invent a suitable motto for the University. I am inclined to suggest for their consideration as a motto, or, at least as a very suitable prayer for the University, the petition "Save me from my friends." There are at least three kinds of friends from whom the University might with advantage pray to be delivered.

The first is the kind of friend who initiates correspondence in the *Times*, suggesting that the University is in a state of perpetual and inevitable controversy about external degrees, or about its site, or about the conflicting claims of rival and hostile Colleges. It may be noted that I speak here only of those who initiate such correspondence. Once it has been begun it is not easy or possible even for provosts and directors to refrain from taking part therein.

Actually the suggestion that the University is in a state of perpetual quarrelling about these or other matters is absolutely wide of the truth.

As to the external degree, I have yet to find any appreciable number of persons of appreciable importance in the University or its Colleges who seriously desire to attack the system of external degrees, or bring it suddenly or gradually to an end. Nearly all of us, however deeply we may be engaged in developing the internal side of the University, realise the great service that has been done, and can still be done, by the system of external examinations in setting, to small institutions and to isolated students, a standard of attainment.

Having said this, I hope I shall not be misunderstood and regarded as an enemy of external degrees, if, in the rest of my address, I devote myself mainly to the teaching side of the University.

As to the site, perpetual discussion of the question of a University site is unfortunate and misleading because it suggests that the University is not situated anywhere, and does not yet exist. Actually, the University of London is already, to a very large extent, situated in its Colleges and will remain there. What is called the University site question is merely the question of where the central offices of the University shall be, and whether one or two principal colleges and institutions shall be at Bloomsbury or elsewhere. These issues are not altogether unimportant, but they are certainly not of first-rate importance. The time occupied in discussing them is a very small part of the time which most of us spend in the work of the University.

As to College jealousies, the suggestion that they are a disruptive element in the work of the University is the most gratuitous and most damaging falsehood of all. The thing that personally has impressed me most in the five years for which I have now been engaged in the work of the University, has been, not the jealousy but the co-operation between the Colleges—a co-operation all the more fruitful because it is voluntary, inspired by a common appreciation of educational ideals and not by financial force from outside; because it is a co-operation of free and autonomous institutions and not of mere

departments of one overgrown and over-centralised University.

When I hear of the University of London being rent by internal feuds, unable even to decide where it shall live, if it shall live anywhere, I am reminded of that poem in which J. K. Stephen describes the British nation in the palmy Victorian days, passing through a continual series of quarrels with its government for the time being, and making a change of parties and government, by the swing of the pendulum, at each general election. The poem concludes:—

"But the nation—mark the moral
For its value is untold—
During each succeeding quarrel
Grew and prospered as of old."

So through all the sham fights and factitious controversies which some of the University's friends stage for us in the public Press and on the platform, the University of London continues to grow and to prosper, as hardly any other University has grown and developed in a comparable period of time.

This very emphasis on the growth of the University, however, brings me to the second type of friend from whom it should pray to be delivered. This is the kind that praises the University mainly because it is big. Now the University of London, if it was not a total failure, could not help being big, in the sense of having enormous numbers of students. The population upon which that University naturally draws is so large as to make the great size of the University inevitable. But size in itself is no merit whatever in an educational establishment. Its size is one of the difficulties to be surmounted, rather than the goal of achievement.

Many years ago, as a member of a workmen's social club, I witnessed a variety entertainment in which one of the turns was an exhibition of the "Fat Girl of Bethnal Green." She weighed, I think, 14 stone at the age of 10 years, and we were called on to admire. Personally, I should have been more ready to admire if with all that weight she had been able to clear 10 feet at pole jumping. That would have been worth talking about. Mere size is not worth talking about.

I do not like to praise the University of London as if she were the fat girl of Bethnal Green.

But if the University of London can infuse its enormously larger body with the same academic keenness, with the same intense corporate life of the smaller Universities, that will be something worth talking about.

The mention of older and smaller Universities brings me to the third kind of undesirable friend, that is the friend who thinks that the University of London should try to be a modern replica of Oxford or Cambridge; who argues that because Oxford and Cambridge are housed in a collection of beautiful buildings 500 years old, remote from the modern world, so the University of London will be naught until it, too, has a collection of beautiful buildings (I do not know whether they must be 500 years old or not) in Ken Wood, or yet further afield, and can in these buildings provide residence for all its students.

My first difficulty in this matter is always to understand why these enthusiasts advocate a lofty and salubrious site like Ken Wood. Surely if we must be like Oxford and Cambridge the marshes of the river Lea would be a preferable home. In them we should get the proper climate. There we could reproduce Oxford and Cambridge with a fidelity impossible if we lived in a bracing atmosphere.

In opposition to these friends, I venture to suggest that the conditions of London make it clear that its University cannot be, to any appreciable extent, a residential one, and that it must, to a very large extent, be situated locally in the centre of London and not on any one of its outskirts.

Every University, if it is to count at all, must have its own special character, must express its own personality, and not that of some older institution; must have regard to the determining conditions of its own life. A few simple considerations suggest the sort of University we should aim at having.

First, every University, while it must, to some extent, cover all or nearly all branches of learning, is well advised to aim at super-excellence in some alone, in those for which whether by ancient tradition or by special conditions it has a special aptitude. The University of London is situated in the greatest aggregation of population in the world, in the greatest centre of economic and political activity of every kind, and with unrivalled resources of historical material. From these considerations it is easy to see certain features in respect of which London should be pre-eminent. One of these is Medicine; another is Economics, yet another Political Science, and from that one comes by an easy transition to Laws. With all of these goes History. Leaving on one side Medicine, where the University has long ago achieved excellence, if the University is to be great in Economics and Political Science, in History, in Laws, if it is to use its special opportunities for being distinguished in those subjects, quite emphatically its great teaching centres for those subjects must be situated in the centre of London and not on its outskirts; must be near the City, near Whitehall, near the British Museum, and the Record Office, near the Law Courts. For all these a central position is inevitable. I need hardly say that I do not mention these particular subjects as the only ones in which our University can or does excel; to praise its achievements in pure and applied science, in engineering, and in many other branches of learning would be superfluous. My point is simply that for those subjects for which London has a natural advantage, that advantage is bound up with a central position.

A second and yet more important determining condition for the University of London is found in the character of its students. What are the special characteristics of the London student? They are two. First, the main body of day students are young people living with their parents in every part of London. Therefore, if for all these young people there is to be a single University of London, it must be equally accessible from all parts of London.

A second characteristic feature of London is the large body of evening students, people who are either working

in or near the City and Whitehall, and living in many parts of London, or persons teaching in the secondary and elementary schools, again in all parts of London. For these, too, if there is to be any one University of London at all, its main bulk must be centrally situated so that students can come to it from their work in the City or Whitehall without difficulty, almost on their way home again, wherever they may be living.

Consideration of the day students leads naturally to consideration of the topic of residential as compared with non-residential Universities. The great bulk are young people living with their parents—with parents able to afford to keep them without earning until the end of their University career, but not able to pay the expenses of residence in London.

Residence in the last resort means simply sleeping. The virtues of residence (in that sense of sleeping) as a means of acquiring learning and the University spirit are often exaggerated. I have never been able to satisfy myself that the normal man or woman is most intensely alive, most responsive to new ideas, most ready to form the friendships and gain the liberal tastes that make for a happy and useful life thereafter, when he or she is fast asleep. I do not think that the inestimable advantage of an Oxford or Cambridge education is got by the fact that one sleeps there for half the nights of three or four years; the point is that for half the days of those years one spends one's waking life there. One can get nearly the same thing in London without its being a residential University.

Of course, it is possible to provide for sleeping also in London University. Students have been known to sleep at lectures. Some of the Colleges have, and more should, no doubt, have, hostels. But no College could ever aim at having a hostel for the bulk of its students. The social life of the University of London cannot in any sense be based on the practice of collegiate sleeping.

The ideal for most London Colleges, to my mind, is that students should sleep at home or in approved and registered lodgings if their homes are elsewhere; should come to the Colleges at 9 o'clock in the morning, and be able to stay there till 9 or 10 o'clock at night; finding all their social activities, all their work, talk, play, and meals there. Let them do everything but sleep at their Colleges, do little but sleep in their lodgings or at home. Actually, to a large extent, this happens. Parents sometimes tell me that when a student comes to the London School of Economics the parents hardly see that student again for all his or her University course. I reply, "that is as it should be." Parents when they send their children to the University of London should regard those children as being as completely lost as if they had gone to Oxford or Cambridge and should not expect them to take part in outside social activities.

And in place of hostels or many hostels, each College should have attached to it a really attractive and adequate Students' Union House, with offices for its executive work, committee rooms, society rooms, and numbers of smaller rooms for quiet reading, or those private interminable discussions which are the merit of the residential Universities. To build a hostel for 50 students costs, as a rule, something like £20,000 upon which no interest can thereafter be recovered. I feel

myself that in nearly every case the £20,000 would be better spent in obtaining and equipping a non-residential Students' Union House. It is interesting to notice that in the great Canadian University of Toronto there is just such a day house for Student Union activities. To Hart House every student of Toronto belongs; he finds there a beautiful dining-hall, gymnasium, a bathing pool, and many reading and social rooms.

As the third of the important determining conditions of life for the University of London may be mentioned its size and dispersion. The tables which are here appended show the numbers of internal students and their distribution by teaching institutions and faculties in 1903-4 and in 1923-4. In the Session 1923-24 the number of registered internal students was just over 9,000, distributed between 37 schools of the University (including the incorporated Colleges) and 24 institutions having recognised teachers. Twenty years before, in the Session 1903-4, the corresponding number was under 2,500, that is to say in 20 years the teaching University, as judged by registered internal students, has grown nearly fourfold and is larger than Oxford and Cambridge together. The number of registered internal students, however, gives a very incomplete idea of the size even of the teaching University. The 5,437 registered internal students at the seven largest principal Colleges which were named as "constituent" by the Royal Commission of 1910, includes about 660 at the School of Economics. In addition, however, to this 660 there are not far short of half as many more students who, though not matriculated and registered as internal, are regular students of the School, paying full composition fees, and working for diplomas or certificates, or their equivalent. Probably something like this holds for many other Colleges and Schools, and the regular student body may well be at least a third as much again as the 9,000 registered internal students. The mere size of the University makes the filling of it with a University spirit, a sense of unity and corporate life, an exceedingly difficult task.

The first table brings out clearly the several groups into which the teaching institutions of the University naturally fall.

If we look at the table we may notice first the group of seven Colleges named as constituent by the Royal Commission of 1910. These, in order of size, are University, King's, Imperial, School of Economics, East London, Birkbeck, and Bedford. Each of these spreads into two or more Faculties, and has more than 500 registered internal students. They have grown in the past 20 years more rapidly than any other part of the University. They have, at the present time, between them 90 per cent. of all the registered internal students in all the Schools of the University other than the single specialised Medical Schools.

Next come two groups of single-Faculty Schools—in Medicine and Theology—of which the first alone is numerically important. The 19 Medical Schools have now something like 2,000 registered internal students, a number twice as great as 20 years ago. In spite of this increase, the more rapid growth of other parts of the University has made Medicine a far less important part of the whole University now than it was in 1903. The

Faculty of Medicine in 1903-4 had nearly half the internal students of the University, more than Arts and Science together. Now it has nearly a quarter, is much smaller than Science alone, and just larger than Arts. Leaving out the somewhat miscellaneous group of "Other Schools," we find as the next important group the institutions with individually recognised teachers typified by the Polytechnics. Some are inclined to suggest that these institutions, since the greater part of their work is of non-university type, should train not for the internal but for the external degree. Whatever be thought of that, these institutions have an important part to play in the life of the University; whether the degree for which they train is called internal or external, they are a nursery of potential schools of the University; a step in the ladder by which new subjects and new methods of teaching may force their way to recognition.

There is yet a fourth group of teaching institutions which do not appear in the table, but which ought to be regarded as an integral part of the University, namely, those Colleges outside London which, giving no degrees of their own, train for the external London degrees—Reading, Nottingham, Southampton, Exeter, and others. Here is a striking phenomenon, the importance of which has hardly yet been realised. The students (no small part of the external students of the University) though external to London, are none the less internal in their own Universities, enjoying teaching and corporate University life. It is time that the part played by these great teaching institutions outside London should be recognised, and some means should be given to them of influencing the examinations for which they prepare. Some of them, no doubt, will, in time, become Universities with degree-giving power, but there will always be institutions in this class. As Reading and, perhaps, Nottingham rise to University rank, other Colleges—in Brighton and elsewhere—will replace them as training centres for the London external degree. That degree makes London the nursery of new Universities.

The University of London is not a simple federation of teaching institutions all of the same type, but a complex federation of institutions falling into at least four well-marked groups—the large general colleges, the single-Faculty schools in Medicine and Theology, the institutions with individually recognised teachers, and the external colleges. The first two groups are most fully part of the University, and upon them the government of the University should be based. The other groups, while doing their own valuable work in the present, are both seed-grounds for future developments. From one will spring from time to time fresh schools of the University of London, from the other will spring fresh Universities.

The teaching University of London consists thus of groups of teaching institutions of four or five distinct types. The largest and most important of these are the seven General Colleges named as constituent by the Royal Commission of 1910, containing between them more than 5,000 internal students, and probably between 7,000 and 8,000 regular students altogether. Most of these Colleges are situated in or near the centre of London, and most of them by the nature of the case

must be. But the centralisation of the University which they imply and which has been emphasized above should be a centralisation of locality alone. Centralisation either of teaching or of government is impossible. It is excluded both by the numbers of students and by the dispersion of their homes. The student who, living on the outskirts of London, makes a longish journey every day to his College, will naturally expect to be saved, and should be saved, from any substantial amount of further travelling. He expects and, in fact, finds that as a rule he can get nearly all his teaching at one institution. The large multi-Faculty Colleges are in no way comparable to the Colleges of Oxford and Cambridge. They are much more like small Universities with a fairly complete system of teaching within each of them. They have a vigorous separate life and substantial autonomy even when formally incorporated. How inevitable is this College autonomy can hardly be better seen than by considering how little incorporation in the case either of University College or of King's College has disturbed their autonomy or given them a position in the University different from that of other Colleges. The University is, technically, responsible for every act and for every debt of the incorporated Colleges; actually no one at the University feels special responsibility for either, unless he is otherwise connected with them. The mainspring of their life is in themselves and not in the University.

Each of these general Colleges, itself a small University, is about as large a unit as is consistent with maximum efficiency in teaching, and in administration. It is just possible for their administrative heads also to keep in regular touch with students, and to be teachers as well as administrators. This, one of the beneficial characteristics of the London system, would be lost under centralized government.

This is not to say that there should be no central control of Colleges. The University Professoriate is a valuable feature. The system might be extended to giving power to the University to appoint all regular staff in its constituent colleges above the rank of Assistant. The University naturally prescribes the examinations and courses of study. The University provides a regular meeting ground for the discussion of common problems, but it should be a meeting ground for institutions with large freedom and large responsibilities of their own. The Colleges themselves have many inter-collegiate arrangements for teaching, scholarships, libraries, and the like. On the student side there is ample room for common action in University athletics, in debates, and in social activities.

How should a University which is a federation of teaching institutions be governed?

First, like Oxford or Cambridge, or any other great University in Britain, it should be self-governed. But that so many distinguished persons have taken a contrary view, I should have thought this too obvious for argument. But that so true a friend of education as Lord Haldane had been able to think out what is usually called a "Haldane Senate," I should have said that a "Haldane Senate" for the great University of London was unthinkable.

The suggestion that supreme power should be given to a body of persons nominated by the Crown and the County Council or Chambers of Commerce or Shipping, with the condition that they had no connection with the University or any of its Colleges, as teachers or administrators, and no other share in its work, could find no support in the University itself or in any one who understood its working. Such a Senate would soon be wholly in the hands of officials at headquarters, officials who, despite all their virtues and devotion, could have no living inevitable contact with students and teaching.

Second, there is no reason for making any revolutionary change at all in the government of the University. It can at least claim the consideration due to unquestionable success. The Senate now consists in effect of four groups of active members' representatives respectively of the teachers, the graduates, the principal Colleges, and the contributing authorities, with a few not usually active members representing external bodies like the Inns of Court, the Corporation of the City of London, the Royal Colleges of Physicians and Surgeons, and the Law Society. Whatever be done as to the last group, each of the first four should remain; the only question is as to their respective proportions.

Third, the federal character of the University should be recognized in its constitution. The administrative heads of all the principal Colleges of the University now in fact sit on the Senate, and it is difficult to see how the Senate would work without them, but all but two of them have to get there by indirect, not to say devious, methods. They have to pretend to represent the teachers in Arts, or the Graduates in Science, or even in my case, the Crown. The time has clearly come when the obvious fact of the necessity for the presence of the heads of these Colleges should be recognized; they should be given seats as such upon the Senate, the governing body of their federation. To these heads of Principal Colleges might, of course, be added, if the Medical Schools could agree upon a method of election, two representatives of the Medical Schools. It is not necessary or suitable to represent as such the other groups in the federation, the institutions which are the nursery of fresh schools, and the external Colleges which are the nursery of fresh Universities. They are obviously not in the same sense parts of the central University.

Fourth, not forgetting that I am addressing an Association of Graduates of London, let me say a few words as to the representation of graduates. The constitution of the University of London goes far beyond that of many other Universities, in the influence over its current administration which it gives to the graduates through the election of so large a proportion of the Senate. Some people want to diminish the representation of the graduates on the ground that it now gives a relative over-representation to the external side of the University. That appears to me a bad ground; the Convocation members are not representatives of external graduates alone but of all graduates, and the persons taking internal degrees each year now largely out-number those taking external degrees. Others, with

more justice, fear a large graduate representation on the Senate, because the graduate element in University politics tends so often to be unprogressive. In proportion as a man has loved his University he desires to see her remain as she was when he learned to love her; he cannot think that an institution which has turned out so fine a body of men as himself and his contemporaries is susceptible of improvement.

There may be something in his fear of excessive conservatism. I hope that the practical answer to it will be found in the type of members who are elected to the Senate to represent the graduates, and that the election of the right type of man, knowing the outside world but imbued with understanding of the University and with the imagination to welcome changes and improvements, may come about largely through the activities of this Twentieth Century Association. That association, while in no sense excluding the external students or hostile to the external degree is, in fact, centred round the great teaching institutions. The man it sends to the Senate should always be a man of a true academic spirit, which means a spirit curious and open to new ideas.

To sum up:—

The adoption of the right policy for the University of London depends upon distinguishing clearly between the universal and the particular, between what must be common to all Universities and what is accidental and may differ from one University to another.

The University of London, like the ancient Universities, must be self-governed; it must not merely lecture or examine, but must bring the minds of its students into contact with one another, with the minds of older living men, with the great minds of the past; it must be a little world in which they practise to be men of the great world when they shall come to it, learning to manage their own affairs, to judge and work with their fellows, to disagree with and yet respect their opponents.

But it need not, and cannot, do these things by the precise methods of those ancient Universities. It must adapt itself to its own conditions. It need not be residential; it can be social. It cannot all be collected in one University quarter, apart from the life of London; it must be reasonably near the centre.

Finally, it must not, in constitution, be centralized too much. The life of the teaching University is in the great separate teaching institutions. The bonds between these can be real, but must not be so close as to hamper freedom. In the analogies of sport I like to see the colleges as a team of football players rather than as partners in a three-legged race. In the analogies of politics the University should lie between the formless Federation of the British Empire and the centralized state of France, though nearer to the first. It should be an association of states, inspired by common ideals and working through federal machinery to a common purpose, but preserving a large measure of self-government, and not a group of departments controlled by prefects from South Kensington or from Bloomsbury.

APPENDIX. TABLE I.
REGISTERED INTERNAL STUDENTS BY INSTITUTIONS,
1903-04 AND 1923-24.

| | 1903-04. | | 1923-24. | |
|---|----------|-------------|----------|-------------|
| | Number. | % of whole. | Number. | % of whole. |
| I. Colleges named as "Constituent" by Royal Commission (7)..... | 1112 | 45 | 5437 | 60 |
| II. Other Recognized Schools of the University— | | | | |
| (a) Medical (19) .. | 946 | 38 | 2041 | 23 |
| (b) Theological (6) .. | 47 | 2 | 80 | 1 |
| (c) Various (5) | 176 | 7 | 543 | 6 |
| III. Institutions with Recognized Teachers (24) .. | 191 | 8 | 934 | 10 |
| | 2472 | 100 | 9055 | 100 |

The bracketed figures give the numbers of colleges, schools, etc., in each class in 1923-24.

Group I consists of University, King's Imperial, School of Economics, East London, Birkbeck, Bedford.

Group II (c) consists of Holloway, Westfield, School of Oriental Studies, Wye Agricultural, and London Day Training College.

The table shows that in 1923-24 the seven "Constituent Colleges" had 60 per cent. of all the registered internal students; apart from the medical schools, they had 78 per cent. of all internal students and 90 per cent. of those in all schools of the University (excluding the institutions with recognized teachers). Their growth in the past 20 years both actually and relatively to the other schools is remarkable. From 45 per cent. of the whole, they have risen to 60 per cent., while the medical schools, in spite of a doubling of their actual number, have fallen from 38 per cent. to 23 per cent.

TABLE II.
REGISTERED INTERNAL STUDENTS BY FACULTIES,
1903-04 AND 1923-24.

| | 1903-04. | | 1923-24. | |
|-------------------|----------|-------------|----------|-------------|
| | Number. | % of whole. | Number. | % of whole. |
| Theology | 54 | 2 | 80 | 1 |
| Arts | 450 | 18 | 2220 | 24 |
| Laws | 6 | — | 105 | 1 |
| Music | 2 | — | 13 | — |
| Medicine..... | 1106 | 45 | 2332 | 26 |
| Science | 634 | 26 | 2841 | 31 |
| Engineering | 153 | 6 | 879 | 10 |
| Economics | 67 | 3 | 640 | 7 |
| | 2472 | 100 | 9110 | 100 |

The slight discrepancy between the two totals by Schools and by Faculties in 1923-24 appears to be due partly to some persons being registered in two Faculties.

O.G.

BY CATHERINE REID.

An amazing number of small children were trotting out of the gate. None of them had been born when Gwen herself walked out of that gate for the last time. She remembered the sultry, thundery July afternoon. There had been a queer mixture of leave-takings; for although that of the morning might well take pre-eminence, what with tears and aspirations and the singing of "O God our help," yet there had been the necessity of returning to school after dinner, because only on that afternoon could Higher Certificate Latin be done. A funny, forlorn afternoon, with many thoughts of friends who might already be hastening to holiday freedom, a general weariness of the day's dramatic crisis, and, in consequence, an unsatisfactory paper.

Well, those Janes and Joans and Annes and Marys who were now trooping out with all the dignity of their age had not been alive in that pre-war time. It was a tragic thought. Soon Gwen would be able to say, "Dear me, yes, I was at school with her mother."

A quarter past four was a stupid time to have an O.G. committee, she reflected. No, not "O.G."—Creswick High School didn't really refer thus to its old girls. Still the habit of an initial-ridden age was too strong for Gwen, and she began to envisage herself as an "O.G."

The last net-ball players of the wintry afternoon were coming stormily up the path. Gardeners were wheeling away their last barrowloads of leaves. Children . . . all different children, taught from other points of view, differently studied and criticised. But the garden remained; the walnut tree and the twin cedars never changed. Presumably people still sat in the garden to draw those branches and those "layers of shade."

Gwen dived in at the door by the house notice-boards, pausing for a moment to discover what new and strange authority ruled where once she had been a person of importance. Strange names crowded before her eyes. And to the right of them the same old charts of the development of European literature. The same old corridor stretched away towards the gymnasium. Now the free-disciplined present generation of Creswick surged up and down the corridor and had never heard of silence rules. In resigned amazement—but with approval—Gwen went up to the front hall. Joy of joys! Outside the sixth form room she met Helena, also a seeker after committees. Helena was one of those big, splendid people with genial smiles and deep voices who do right to marry—here Gwen stopped to rummage frantically for Helena's new name. Thompson? Thornton? Hawthorne?

They looked into the room that had been Olympus to them. Gwen's desk was empty, in Helena's sat one of the modern deities of the mount of authority.

"And don't you always find that the whole building looks *small*?" said Helena, whose name was suddenly dredged up from memory as Taylor.

And then they passed the cabinet made for house cups which their generation had never known, and went up the shallow, well-polished steps, and so to the library. Outside the double windows—double since the thud and jolt of the trams had to be excluded—the twilight was

deepening. All across and round the common stretched the rows of yellow lamps whose wintry shining had once held all the romance and beauty of the world.

Striving to borrow dignity from her union with Helena, the matron, Gwen faced the rest of the committee. Dorothy, so expensively dressed in a silky frock and a coat that was just right, very conscious of her engagement ring; Rita of the cooing voice and babyish face, who looked far too young and ingenuous to be coping with a trade school; Edith, who was large and limited and a senior classical mistress somewhere.

"It isn't fair," she found herself saying to Rita, "to choose such an unreasonable time for committees. Even you teachers can't always get here. Of course the married ones can. But what about the ones in offices?"

"Ah, my dear, the mechanically minded," cooed Rita, and went on talking nonsense with a languishing smile, while Gwen noticed that the row of Greek heads near the window had been replaced by three dark cathedrals. Plato and Socrates had watched the sixth taking fevered notes on Philippians from "Fanny" . . . and Fanny was dead.

"Have another scone, Dolabella," said Rita sweetly, and Gwen loved her for remembering the days of nicknames culled from "Stalky and Co."

Helena had found Beatrice, another matron, and Beatrice had much to say about her daughter. The polite thing was to go and talk to Miss Webb, who was graciously watching the tea pot; and Miss Webb's hair was nearly white now. Gwen struggled wildly against Time's ever-flowing stream. Beside Miss Webb stood Miss Francis. It was so good to think that she had retired and was there as a visitor. Gwen shuddered in spirit at the thought of those chaotic history lessons. Well, Miss Francis "home had gone and ta'en her wages." She lived in peace.

At last the new head came in and shook hands with those strangers who were yet inalienably free of her school. And Miss Blake hurried in from a late music lesson and tried to be epigrammatic. Chairs were pulled up to the round table and minutes were read and confirmed. Gwen clung desperately to a lost world of being young and self-contained; a pretty little round world to swing as a trinket in one's hand, jewelled with the discovery of poems and plays, securely gilded over with the gilt of complete selfishness. She longed to keep it, and it almost seemed to be running away from her across the polished floor of the library. Perhaps the school claimed and kept all those curiously wrought toys. After all, it had been the artificer that made them.

But now the past generations of Creswick had to discuss solemnly at what time they should have supper on the night of the winter meeting.

"If we have it at seven," said the tender-hearted Miss Webb, "it is such a long evening afterwards."

"And if we have it at eight it makes the washing-up late," said Miss Blake.

"Could we not have it in two places at once?" asked Miss Francis, with the air of making the most revolutionary suggestion of her life.

And then they began all over again. But Gwen sat and played with her jewelled ball.

LETTERS TO A YOUNG HEAD MASTER. SECOND SERIES.

BY T. AND B.

I.—DIGNITY AND THE HERD INSTINCT.

My dear W.,

According to the late Lord Justice Bowen, there are three stages of a judge's career: the first, in which he is always afraid that he is not doing right; the second, in which he is sure that he is always right; the third, in which he does not care whether he is right or not.

I passed through Lord Justice Bowen's second stage first, and for many years I was absolutely certain that I was always doing right. I have not quite got to the first stage yet (I pray I may never arrive at the third), but I am not infrequently assailed with doubt whether my decisions would not be upset if taken to a higher Court—a sign of senescence, if not of senility. There is one recent decision of mine upon which I should like to have your opinion.

We give an annual display of physical exercises, to which parents and friends of the school flock in great numbers. An exhibition of folk-dancing by the younger boys was recently introduced. At its first introduction I was very curious to see how it would be received by the boys in a preliminary display witnessed only by the school. Boys are intensely conservative: an innovation of any kind is suspect; and, further, there is a suspicion rooted in the minds of most normal boys that there is something "soppy"—to use their own most expressive adjective—about dancing. The audience started with the obvious desire to despise and jeer at the dancing, but they were gradually conquered by the spirit and picturesqueness of it, and the cheers at the end were genuine and not ironical. On the night, the parents were delighted, and even the old boys expressed reluctant admiration.

When the arrangements were being made for this year's display, a deputation of boys waited on me. "Please, sir," said the spokesman, "Mr. — has chosen us for the dancing, and we have come to ask you to ask him to let us off."

That a deputation should have come at all was significant, for while I want to be considered a Cæsar in the matter of appeal, I do not mean to be frequently sitting as Cæsar, and anyone who appeals to Cæsar unnecessarily is in complete disfavour. That they should wish to be "let off" taking part in the display was still more significant, because it is considered a distinction to participate, and there is great competition to be chosen. Their feelings were obviously deeply involved. It was clearly a question to examine carefully and seriously. I inquired their reasons. They were not very easy to get at, for the boys were, as usual, inarticulate. But a head master from the inarticulateness of boys must strive, like Theseus, in the "Midsummer Night's Dream," to

"read as much as from the rattling tongue
Of saucy and audacious eloquence."

Their reasons amounted to this. Dancing in public was all very well for boys in the Lower School—in fact, when they themselves were in the Lower School, they had been taught folk-dancing and had enjoyed it. But now they were in the Middle School, and it was not con-

sonant with their dignity to dance before people. The other boys in the Middle and the boys of the Upper School would laugh at them. They were now wearing long trousers—much solemn emphasis was laid on this. So I promised to think it over.

I consulted with my Physical Instructor. He is a splendid man, hard-working, keen and enthusiastic to a degree, and able to inspire the boys with his own keenness and enthusiasm. Early in the morning before school, in the dinner-hour, and after school-hours, there are always boys with him working willingly and more than willingly. He is invaluable to the school. But—no, I had better say "and"—he is an ex-Regular Army man, with the strongest sense of discipline. "Theirs not to reason why, theirs but to do"—anything that they are ordered to do, is in his very marrow. I explained the case to him, and urged that it was always advisable to have regard for a boy's sense of dignity. Would it put him out very much to rely on the boys of the Lower School and to excuse the appellants?

He did not like it. These Middle School boys already knew how to dance and it would be far less trouble to polish them up for the display than to prepare, almost from the beginning, the Lower School boys. But like the good, loyal fellow he is, he said he would confine himself to the Lower School if I decided that the appellants should be let off. I said I would speak to them again.

I called them up, and put the Instructor's point of view to them. I pointed out that they would be rendering a service to the school. I urged that there was nothing undignified about folk-dancing; when they left school they would be only too eager to join in dances compared with which folk-dancing was stately and even majestic. I was as persuasive as I knew how. But I concluded by saying that, if after hearing all my arguments, they were still of the same mind, I would not attempt to force them. "Hands up those of you who do not wish to dance in the display." Every boy put up his hand. That settled it. They obviously felt very deeply. I let them off, to their grateful relief.

When I told the Instructor he accepted it loyally and cheerfully. But he was too honest a man to be able to conceal from me his belief that I had been weak. It is give to few of us to know whether we are weak or strong. I only know this of myself, that at any rate I am not so weak as to dread being considered weak.

The more I think it over, the more I think I was right in regarding the boys' sense of dignity, however absurd it may appear to adults. But I have doubts. What do you think?

Yours ever,
T.

My dear W.,

T.'s letter is very generous, for he lets you into his secrets as well as those of his school. He had in the end to decide whether he would please a number of boys or his drill sergeant. He decided in favour of the boys.

Just so. But he has doubts. Exactly! His doubt is, I take it, from a psychological standpoint whether if he appealed to other head masters such as you and me his decision would be supported. He would probably not agree at all with their statement of the case, and say it is like my cheek to drag in this psychological business. He would call it "harsh and crabbed," and not "charming," and would roundly deny its divine attributes. But I believe that this case is quite an interesting example of the master force in all societies—the *herd instinct*. His boys also, I take it, wished to be excused from dancing in public from just the same fear, *i. e.*, what would the other members of the herd say. He puts it, I grant, as a boy's sense of dignity, and so it is. But it is much more. It is the problem of getting a boy to do something of which the herd will not approve, at which they will positively jeer. It is the same problem which raised to the *n*th as that of the reformer, the seer, and the martyr.

Now modern psychology teaches us that the dodge of education is to use all the available forces which will help your work. You have to make allies of the instincts, and the successful head master is one who has made the laws of his pack those which will give the best hunting. T.'s boys have their own code—a rather Spartan one. They do not believe in boys dancing. They may have got this from the drill sergeant himself in his earlier treatment of them. Brisk obedience and an orderly uniformity—these are things for boys playing at soldiers. Dancing is more independent, associated with girls (soppy), therefore in this school regarded as inferior. Probably here, too, a big boy would blush to take out a perambulator with a baby brother or sister in it.

But if the herd were of another constitution, it would have other laws. If the school had both boy and girl pupils dancing as such would not be regarded as undignified. Boys and girls would be keen to take part in a dancing display. But I agree that if the herd instinct is against you it is a very difficult thing to oppose. Educate it if you can in your direction. Make it bad form to cheat or lie or be a slacker, but don't ask a boy to give away a friend who has committed a fault of which he was a witness. Train the herd instinct and respect it.

Did not the Athenian youth, the *ephebos*, on taking his spear and shield in the assembly declare that he would not desert his comrade by whose side he should be placed in the battle? And of the same stuff as class obstinacy is that fine thing class loyalty.

But I like the belief in T.'s justice which prompted his boys in appealing to him—not an easy thing to do as he admits. Also I like the vision of T. as Cæsar—a bald gentleman, I believe.

Did you hear the story of the Freemasons who, after the lodge meeting, were seeing each other home, and were invited to come in by one of their number just to have a last thirst-quencher? "What will your wife say?" they asked. He replied with dignity, "I am Cæsar in my own house." They entered and his wife brought out the whisky and cigars, and said she hoped they had all that they wanted, and would help themselves. "As for you, Julius Cæsar," she said, pointing to her husband, "you are going to bed at once."

Yours,
B.

THE PROBLEM OF JUVENILE EMPLOYMENT.

By C. V. OLIVER, Dockland Settlement, E.16.

The chief cause of unemployment among juveniles is the neglect of industrial training and the lack of permanence in the unskilled work which is taken up by thousands of boys and girls when they leave school. A steady stream of children, who leave school at the end of the term which follows their fourteenth birthday, provides a continuous supply of cheap labour in factories, workshops, warehouses, and offices. In most unskilled work these are dismissed almost automatically when they reach the age of 16, and boys and girls who have just left school are taken on in their places. The 14-16 years old children find it comparatively easy to find work; the 16-18 boys and girls are finding it exceedingly difficult to obtain work unless they have already entered a skilled trade or work which has openings for older boys and girls.

The obligation of remaining at school until the end of the term prevents the upsetting of school work by leavers as they attain their fourteenth birthday, but against this decided advantage there is one great drawback, *viz.*, that the juvenile employment bureaux are crowded with applicants for work for some weeks after the term has ended, while when employers send for a boy or girl at other times an exceptionally good post may be difficult to fill because the bright, intelligent child, who should have applied for it, has despaired of ever getting work with prospects of advancement, and has taken a job at the nearest factory. In the crowd of good, bad, and indifferent applicants there has not been the time nor the opportunity to scrutinize the claimants for work, and many who should have been in skilled trades are allowed to drift into unskilled and casual employment.

If the school age were raised to 15, with the proviso that after the end of the term which follows their fourteenth birthday, any child may leave school to enter a skilled trade or obtain work of an exceedingly satisfactory nature, the stream of cheap child labour into unskilled or non-permanent work would be stemmed.

It would be advantageous if the school to accommodate the 14-16 years old children were a full-time continuation school, giving an advanced and more interestingly presented form of education than the elementary school.

The Advisory Committee for Juvenile Employment, working preferably at the schools, should be one of the most important factors for finding work and should give the decision as to the suitability or unsuitability of work obtained through other sources.

This scheme would do much towards gradually drafting boys and girls into skilled trades and work with good openings instead of their being allowed to take the first job that comes along. Moreover, parents, child, and the advisory committees for juvenile employment would unite in their efforts to get satisfactory work for each boy and girl leaving school.

SCHOOLGIRLS OF THE PAST.

By S. T. H. PARKES.

" Whilst the sons of debauch to indulgence give way,
 And slumber the prime of their hours,
 Let us, my dear Stella, the garden survey,
 And make our remarks on the flowers."

(*William Woty*, d. 1791.)

Near neighbour of the famous Dr. Valpy's school for boys at Reading, there flourished in the closing years of the eighteenth century a very excellent academy for young ladies, conducted by a Mrs. Latournelle. A galaxy of bright talent lent lustre to this establishment. Miss Jane Austen went there while very young, about the year 1782, with her elder sister, Cassandra. Miss Butt, afterwards Mrs. Sherwood, of "Fairchild Family" fame, joined some eight years later, and in 1798, after the school had been removed to Hans Place, London, Miss Mary Russell Mitford became a pupil. The London school was kept by "a well-born, well-educated, and well-looking French emigrant," Monsieur St. Quinton, and Miss Mitford describes it as "excellent," the pupils healthy, happy, well fed, and kindly treated, and the instruction given, such as to produce "in the majority of the pupils a love of reading and a taste for literature." The staff included finishing masters for Italian, for music, dancing and drawing, a French mistress, and a drill-sergeant.

Young Miss Mitford found a congenial and stimulating teacher in the Literature mistress, Miss Rowden, of whom she wrote at a later day: "My enthusiasm for the drama soon equalled that of Miss Rowden. . . . There was, of course, a great difference in kind between her pleasure and mine; her's was a critical, mine a childish enjoyment; she loved fine acting, I loved the play." Writing soon after leaving school on education generally, to her elderly correspondent, Sir William Elford, she remarks: "In this educating age everything is taught to women except that which is, perhaps, worth all the rest—the power and the habit of thinking. . . . While everything is invented and inculcated that can serve to amuse, to occupy, or adorn youth—youth which needs so little amusement or adornment!—something should be instilled that may add pleasure and respectability to age."

Point is given to these strictures by the rattle-pate, Miss Amelia, in Mrs. Hannah More's "Cœlebs," who in an account of her education tells how she has gone on with her French and Italian, and, of course, is beginning German. Then comes her drawing master, who teaches her "to paint flowers and shells, and to draw ruins and buildings, and to take views." She learns varnishing, gilding, and japanning; modelling, etching and engraving in mezzotint and aqua tinta. She has a dancing master, who teaches her "the Scotch and Irish steps," and another who teaches her "attitudes," and she will soon learn to waltz. Then she has a singing master, and another who teaches her the harp, and another for the pianoforte. And what little time she can spare "from these principal things" she gives

"by odd minutes" to ancient and modern history, and geography and astronomy, and grammar and botany, with exiguous lessons in experimental chemistry!

Juvenile literature was mostly of the "goody-goody" type. Of such was Mrs. Trimmer's "History of the Robins" (1786), Thomas Day's "Sandford and Merton" (1783-9), Maria Edgeworth's "Early Lessons" and "Parents' Assistant" (1796), and Mrs. Barbauld's "Evenings at Home." At a later date, in 1818, appeared "The Fairchild Family," whose experiences of gibbets and hangings, of dark cupboards and frequent floggings afforded a fearful joy to successive generations of Victorian children. Other books designed for the mental and moral improvement of the young will be within the memory of many old-stagers to-day. "Reading Without Tears" was a well-meant effort to gild the inevitable pill, while "Line upon Line" and "Peep of Day" were more distinctly improving. Early copies of the latter work were embellished with a full-page picture (omitted from later editions) representing a lake of flaming fire with a moral calculated to impress the infant mind.

Mrs. Fairchild's reminiscences of her early days reflect the seriousness of the evangelical revival and indicate a strenuous inculcation of the domestic virtues. She was taught "all kinds of household work" by her aunt's maid. She was "made to rise early" and to dress herself "very neatly." At dinner she "was not allowed to speak," and after dinner she attended her masters or learned her "tasks." The only time she had for play (if we are to believe her) was while her aunts "were dressing to go out," and she adds: "When they went out my supper was given me, and I was put to bed in a closet in my aunt's room." Hygiene was not included in the purview of a well-conducted family when George III was King, nor for many a long day after.

From the dreary evangelicalism of Mrs. Sherwood it is no far cry to the experiences of Charlotte Brontë at Cowan Bridge, the Clergy Daughters' School founded in 1823, and so bitterly described in the early chapters of "Jane Eyre." Mr. Brocklehurst, a severe and, it is to be hoped, overdrawn caricature of the actual founder of the school, thus remonstrates with the kindly head teacher: "Oh, madam, when you put bread and cheese, instead of burnt porridge, into these children's mouths, you may, indeed, feed their vile bodies, but you little think how you starve their immortal souls." Such ideas and practices have been happily long discarded in any recognized school of religious thought; though Miss Dorothea Beale at the outset of her career in 1857, spent some uncomfortable months as head mistress at that same school, when untruthfulness, irreverence, and hypocrisy among the older girls, and disinclination on the part of the governors to adopt her methods, drove her very speedily to despair and led to her early resignation.

"How different from us, Miss Beale and Miss Buss," exclaims an early rhymester in *Punch*, and truly the life work of these ladies at Cheltenham and in North London opened up a new and inspiring phase in the progressive education of women.

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

From Recollections by an ex-School-Assistant.

"Then, at another extremity of the town, on the hill-top, stretching away into the country, where two white chalky roads formed an angle, stood a school-house, properly so called—a tall, plain brick building, duly labelled 'Classical and Commercial Establishment for Young Gentlemen.' Unsheltered by a tree, the dusty playground displayed its broad area to 'whatever sky' might be 'above' it; and lengthways and breadthways a wall, most provocative of adventures, defied ingress to all comers, but presented no formidable difficulty in the way of egress to any school-boy seeking 'the way out,' as the one luckless assistant could testify. In these premises everything was supposed to be taught that makes a man of business and a gentleman, by the nonconformist minister and his assistant—an official, who, however he might vary in appearance and stature, remained the same in one respect, always very visibly of the age at which the individual is in law a minor. Farmers' sons, tradesmen's sons, and the sons of very poor and very negligent gentlemen, enjoyed this brick-encompassed Zahara, and the instructions of the minister and his juvenile coadjutor. On Sundays the community underwent a partial division; the young man conducted a party of nine or ten to the parish-church; the other boys formed the majority of the minister's congregation in a large puritan meeting-house down a back lane; which meeting-house, though almost deserted and scarcely preserved from ruin, was the most interesting object in the neighbourhood; so plainly did its old walls, large straight windows, and rough pew-work, speak of the old days of the South-West of England, when there was some merit in nonconformity; when those who espoused the cause stood out to the world as specimens of what true men are; and when such simple edifices rung with voices pouring forth such words of power as we now read and tremble at in the pages of Alleine, Bunyan, and Baxter. But the shrine was forsaken in the days I write of. A trimming spirit, too grovelling for the pastor or the educator's functions taken apart, yet blind enough and weak enough to combine the two, preached to vacant pews on the Sunday, and worried three-score boys all the week; so there was silence in the chapel, and disorder in the school; and between the two, a poor, hard living for the double functionary—for the public, moreover, more mischief than good, I think. Yet the man was a favourite in the town. His good-humour went down with every one, rolling out, as it did, freely and merrily on all, from a little, plump, sandy-haired man.

Anthroposophical Society Lectures.

The attention of our readers is called to a course of public lectures on the teaching of the late Dr. Rudolph Steiner, to begin at the Court House, Marylebone Lane, W.1, on Sunday, May 3rd, at 6-30 p.m. A public study group will be held during May and June at the headquarters of the Anthroposophical Society, 46, Gloucester Place, from which address all particulars may be obtained.

COMPETITIONS.

MAY COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for 1,100 words or less on

Memories of a Training College.

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 Buried Treasure.

MARCH RESULTS.

I. "It doesn't matter what a boy learns so long as he doesn't like learning it."

This theme brought some interesting essays and the best are of equal merit, so that the prizes are divided between:

MISS J. A. JENKINS, Edge Hill College, Liverpool;

MISS N. C. UNDERHILL, 16, Wellington Sq., Oxford;

and

MR. HORACE PARKER, 24, High Street, Sutton.

who will receive HALF A GUINEA each.

The judges commend the work of:

MISS EDITH I. THOMPSON, 7, Park Terrace, Newcastle-on-Tyne.

II. "All about Easter Eggs."

Our young competitors responded very well and the First Prize of TEN SHILLINGS is awarded to:

JUDY GARVEY (14), Lowther College, Rhuddlan, N. Wales.

The Second Prize of FIVE SHILLINGS goes to:

ARTHUR BENSON (14), West Shaft, Settlingstones, Fourstones, Northumberland.

A Consolation Prize is sent to:

MARGARET RUDDLE (15), Halidon House School, Slough.

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.

Birmingham.

Among the gifts to Birmingham University is a donation of £50 from the Auto-Strop Safety Razor Company, Ltd., for the purchase of books for the Library of the Department of Legal Studies.

EDUCATION ABROAD.

EDUCATION AND POLITICS IN EGYPT AND INDIA.

In the following article Mr. B. Ifor Evans, holder of the Kahn Travelling Fellowship, gives his impressions of Education in Egypt and India.

Both in Egypt and in India, when one meets a high British official, one is meeting, almost invariably, a public school boy, and the public school tradition has materially affected educational development in both these countries. In its essence this public school tradition has stood for three things: compulsory sport; a rough code of morals arising from the sport; a type of intellectual exercise, intended in the first place to stimulate the brains of the leisured classes, and detached from professional or commercial necessities. The compulsory sport has, on the whole, had beneficial effects, whether the code of morals attached to it has been absorbed or not, but the application of the principles of public school curriculum of forty years ago to modern Eastern boys is another story.

The effect can, perhaps, be most easily seen in Egypt where British influence is less complex than in India. There we have taken boys from a small percentage of the population, in or near the large towns, taught them to read and speak English, and to do a little arithmetic. We have broken their past tradition and made them fit for nothing except clerkships or low-class semi-professional employment. A boy so educated clamours for a Government post as soon as he is released from school, and if he cannot get one, becomes a potential revolutionary. It is this large, loosely educated, semi-qualified body of people who require some sort of office employment which forms the ferment of the extremist movements to-day. We cannot detach ourselves from the blame of having created this class. I asked an English inspector of Egyptian schools, "For what purpose are you educating these boys?" And he replied, blankly, "I do not know."

In India the story is a longer and more varied one. Much that we have attempted in Indian education has been honestly and ably done, but still this same defect remains. We have encouraged large numbers of boys to undergo an emasculated form of literary education and promised them government clerkships at the end. The system is doubly vicious in its prostitution of culture and in its creation of a semi-educated unemployed. One remembers what education meant to *Hurree Babu* in "Kim." "He, an M.A. of Calcutta University, would explain the advantages of education. There were marks to be gained by due attention to Latin and to Wordsworth's 'Excursion.' French, too, was vital . . . also a man might go far, as he himself had done, by strict attention to plays called 'Lear' and 'Julius Cæsar,' both much in demand by examiners. 'Lear' was not so full of historical allusions as 'Julius Cæsar'; the book cost four annas, but could be bought second-hand in Bow Bazar for two." There was more of it, and it was all very true. *Hurree* regarded it all—"Lear," the "Excursion," and "the eminent authors Burke and Hare"—merely as a necessary preliminary to Government service. If Bengal is revolutionary to-day it is so partially by reason of disappointed students of the Calcutta University who clutched at the hem of learning in the

hope that she might set them permanently in a Government office, and who have been rudely disillusioned.

The vast bulk of the population in both countries is a peasantry, and this peasant majority we have been content to leave in a primitive condition of illiteracy and ignorance. Wherever we have made any real educational penetration into the peasant mass it has resulted in the conversion of the sons of peasant cultivators into Babus who have swelled the ranks of the unwanted clerks. That our whole educational policy in India is ill-balanced is well illustrated by the most recent publication of the Director of Public Information.* "Only 122 per mille of Indian men, and 18 per mille of Indian women, can read and write. . . . On the other hand, the position in regard to secondary education is somewhat remarkable. No less than 0.5 per cent. of the total population is under instruction in secondary schools. In view of the fact that the female population can almost be excluded from the calculation, this is a proportion far greater than the corresponding figure for England and Wales. Still more striking are the figures of University education, where the percentage of the population undergoing instruction is no less than 0.027 per cent. Since again females are almost negligible in the reckoning, this figure compares strikingly with the 0.089 per cent. of England and Wales."

British officials have by now realized the error and suffered from its consequences, but the remedy is difficult. The educated minority demands self-government and a freedom from bureaucratic control. Such democratic institutions postulate an educated electorate, and such an electorate does not exist. Again, while we have educated to produce clerks we have not educated to produce a governing class; we have taught people how to receive commands, but not how to give them. In Egypt our control over education is nearly at an end; the number of high British officials is rapidly decreasing and the Egyptians will have to work out their own salvation. The auspices are not happy, for nowhere in Egypt did I find an Egyptian educator who had a vital conception of education as something connected with life and not a mechanical examination-passing process. In India we still have our chance. If we follow our professed political aim, to lead India to self-government, we will encourage the Indian to spend money on primary education. The aim should be not to turn the peasant cultivator into a clerk but to convert the poverty-stricken illiterate cultivator into an educated, intelligent cultivator. It is not too late, and if young India does not call too insistently, we should attempt to redress the balance of education in India. An educated peasantry might mean social changes of considerable magnitude, but for the continuation of the policy of leaving the peasantry illiterate India will pay persistently with disease and poverty and one day, like Russia, with violent upheaval.

*India, 1923-24. Calcutta. Government of India, p. 226 *et seq.*

ART.

BY RUPERT LEE.

The Artist and his Subject.

Obscure, even dark, because of our lack of knowledge of our own ignorance, is the question of the relation of the artist to his subject matter. Artists have from time to time deceived themselves, thinking that their passion for an outward form has been developed from a love of its inward grace. I contend that it is an assumption of logic to believe that. Gauguin may have retired to the south seas for isolation or from love of the savage, but who can disregard the suitability of the subjects offered to a man of his particular sense of line and colour. Had it not been so he would not have stayed. On a later day our war artists owed their success, not to an appreciation of the horrors of war, but to the fortuitous abstract forms created by explosion and maceration at a time when the study of abstractions was both occupying and strengthening an art emasculated by Victorian romanticism.

Doubtless the exaggerated publicity given to the minor artist, Bissel, is owing to the facts of his life making—when retouched by the deft hand of the journalist—a “good story”; the suspicion, however, remains in the public mind that the hardness of his experiences has made his work impressive and important. The truth is that the influences at work to make these highly formalised and rather indifferent drawings comes from as near London as Fitzroy Street, and Mr. Bissel is fortunate in having a subject which so prettily parades in these cast-off garments.

In the work of Mr. Wyndham Tyron at the Independent Galleries we get a very different example of the relation of the artist and his subject. Mr. Tyron is a very able and experienced artist. Intellectually, he is a field of conflicts and reconciliations, but these latter are not for the sake of peace, they only occur in the course of events. He belongs so obviously to the direct traditions of English water-colour painting; clings so fiercely to the principles of that tradition; and is, at the same time, so rebellious and so antagonistic in choice of subject that any analysis without knowledge of the stages of his development would be extremely difficult. English water-colour painting may not seem to be at first sight a likely starting point for the painting of Spanish landscape, yet we see that Mr. Tyron borrows from his masters those things only which suit his activities, and his emotional concepts are very different from theirs. Mr. Girtin's waterfalls are pictorially pleasant, Mr. Tyron has painted one in which the weight of the falling water is almost oppressive. I need hardly dwell on the different colouring and atmosphere of Spanish landscape as opposed to English. And yet Mr. Tyron remains essentially an English painter. I happen to know that he loves Spain and the Spanish people, but I return to my contention. He also does not choose his subject from any such mundane reason but because it lies next in order of the varieties of his æsthetic experiences, that in the solution of problems of form and colour this hard, sometimes glittering, sometimes sombre landscape offers him a step upwards, not in humane sentiments, but in the æsthetic progress of his art.

MUSIC IN SCHOOLS.

BY J. T. BAVIN.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

NOTES ON THE RECORD (Nursery Rhymes, Col. 3331).
(Continued.)

1. Girls and Boys. Jolly and lively, “come out to play.” A band and voices. Piccolo in the opening, and again at the end of the second line of the song, it has a little upward scale. All lines have exactly the same ending (s.m.d.). Lines 3 and 4 are a repetition of 1 and 2. Longs and shorts and groups of three for tapping. All the sounds lie above the home—final—sound (d). Sing the last sound to the word doh.
2. Here we go round. Same pace as No. 1. Opening consists of d.m.s.m.d. Longs and shorts and groups of three. Sounds lie above and below the final, the home sound with which the music ends.
3. Oranges and Lemons. Pace changes to a little slower. Bell tolling. High and low voices (men and women: both sing the same tune, but men have a new home sound. Flute has a running part at “Here comes a candle.” Gets slower at “to chop off.” Tapping, halves, wholes (and twos). Lies above home sound. Begins s.m.s. m.d.
4. Three Blind Mice. Slow and solemn at first and changing to lively when the mice scamper—“they all ran after.” Flute, downward run at end. Lies above home note, and has more sounds (a bigger range) than the previous tunes. Long, slow taps at first, and then quick longs and shorts (when the children change to the latter the teacher should continue with the former).
5. Dickory. Pace a trifle slower. Ticking of a grandfather's clock. Accompaniment at “the mouse ran down.” Tune lies above the home note, the first half runs right upstairs (“mouse ran up”) and finds a home note there on the first floor, top doh (d'); the second half runs downstairs and ends on the bottom home note. Longs and shorts and groups of three.
6. A Frog he would. Same pace. More than one singer at “Heigh-ho.” First line s.d's.m.d., first line of second verse omits the first soh. Longs and shorts and threes. Sounds lie between the downstairs and upstairs home note, except in the “Heigh-ho, said Rowley,” where they are nearly all above d'.
7. Little Jack Horner. Pace changes, a trifle slower. The tune at “Sat in a corner” is a repetition of the tune at “Little Jack Horner,” but one note lower. Third line is the same as the first. The violin strings are played by the finger instead of the bow, plucked (pizzicato). Longs and shorts and threes. Lies above home-note except for one sound.

(To be continued.)

SCHOOLCRAFT.

SCHOOL DISCIPLINE.

BY AN ASSISTANT MISTRESS.

"When you go to school, you are punished for many things that are not wrong at all." Well do I remember saying this when, at thirteen, I was plunged into the discipline of school after the freer life of lessons at home. And, being thirteen, and withal fat, fearless and exuberant, I made it the excuse for a veritable year of sowing wild oats, and alas! sowed them with a pleasure indescribable! It was no influence from without, but a deep sense of shame within at the most unsatisfactory of progress that made me, with bitter tears, determine to put superfluous energy into work instead of into play and to regard those rules, and those rules only, that good manners demanded. And strangely enlightened elders acquiesced in this till the end of the very happiest and most profitable of school days!

All children are not fat, fearless and exuberant, and many dutiful little souls strive, with finger on lips, to keep rules absolutely incomprehensible to them, and, when the iron hand of discipline was removed, either plunged bewilderingly into unexampled excesses, or, broken in will and in spirit, swelled the ranks of those poor, drab, colourless creatures who pass purposelessly through life.

Although the modern rules are fewer and more humane than those of thirty or forty years ago, one still feels that the imposition of definite hard and fast rules from above to be unquestioningly obeyed by those below is, at best, a poor preparation for the difficulties that beset us in the complex life of to-day; for naturally these rules must suggest a very limited code of morality, and easy would it be for a child to obey every "jot and tittle" of them, and yet fall badly short in matters infinitely more important. The system also tends to produce in teacher and taught a strangely limited, inelastic type of person, whose wider vision is perpetually clouded by the fetish: "Thus has it ever been, thus *must* it ever be," and to whom new ideas, new points of view and new aspirations percolate but slowly, if ever at all.

It was in Switzerland that a new idea of discipline forced itself slowly and at first painfully upon me. For the study of French, I found myself in a *pensionnat* composed of about twenty girls representing almost every well-known European nation. Differing in race, speech, and traditions, all struck me as equally spoilt, frivolous, and unreliable, and I wondered what could be done in one short year with such incongruous and unpromising material. Untrustworthy though the girls were, no rigid rules were imposed on them. High ideals were set before them, and they were urged to conform to a few simple arrangements for their mutual benefit, but the carrying out of these things was left almost entirely to them and to their consciences, and for several months their consciences gave them a very long rope indeed, and there was much deception and great lack of

self-restraint and consideration for others. But gradually the unwavering and, to me, almost irritating confidence, kindness and sympathy of the Head and the wider interests inspired by their studies and mode of life, began to have their effect even on the most obdurate, and by the end of the year there was hardly a girl whose spirit was not friendly and whose word could not be trusted. All had almost unconsciously begun to live up to what was expected of them, and we felt that the reform would in most cases be a lasting one, for it was one that had come slowly from within and had not been imposed arbitrarily from without.

It would be Utopian to apply, unmodified, such a system to our big public schools, for the conscience awakening period of such masses might prove not only nerve-racking but even disastrous in its consequences; but might we not learn from it to concentrate on the essentials and not like the rigid rulers on the un-essentials, so that we should aim at first driving out the "wickedness and ravaging within" and leave "the outside of the cup and platter" to polish itself in its own good time; so that we should call forth the confidence, kindness, courtesy, and self-reliance of our pupils and not choke "the good seed before it comes to perfection" by our too great lust for surface order and decorum, necessary and desirable as these things are in every community? The task is not an easy one, for, horrid thought for most of us, it is what we really are that influences those around us and not what we say or do. Just before I began to teach, an old head mistress said to me: "Let the children feel that you like them, and then you will have no trouble with them." And I really think it was very wise advice, so long as the liking is never allowed to degenerate into over-indulgence or into sentimentality. We want to break down the artificial barriers that so often exist between teacher and taught and to make the latter feel that all are working for exactly the same thing, the good of the community; the children, as future citizens, are at school to be helped and to help when they can; the teachers as present citizens are there not as policemen to catch out their pupils in wrong-doing, but to help and remind and encourage them.

The rigid rulers plead that definite rules are needed for children and not for grown-ups because grown-ups know when to stop and children do not. Like Barrie's Maggie, "I wonder!" But, in any case, would it not be better for children to begin to learn "when to stop" while at school? To be silent, not because it is the rule, but because talking disturbs other people. To talk, but to talk in moderation. To restrain their natural movements on stairs and in corridors, not for fear of censure but because they see that numbers and school geography demand it. To be kind and courteous and helpful, not through convention or tradition, but because they wish to be kind and courteous and helpful. And so in the little simple world of school to prepare to be resourceful and enlightened citizens of the big, complex world outside.

COMPOSITION AND ARITHMETIC.

(Continued.)

BY A. G. HUGHES, M.Ed., B.Sc., Master of Method, Borough Road Training College.

The next step in problem-solving is the reasoning, and here again the composition aspect of the subject is helpful. The ability to make clear logical statements and the ability to think clearly are interdependent. The value of oral composition as an aid to, and a preparation for, written composition is recognised in English teaching. Applying the same general principle to the teaching of arithmetic we conclude that much attention should be given to requiring pupils to state in words how they will proceed to solve problems, before they put pen to paper. The long rambling statements of beginners provide excellent opportunities for training in concise expression. The training is exactly similar to that which is given by sensible *précis* work: there is a real reason for doing it. It is like that useful composition exercise of transforming a wordy message into a telegraphic message. Later, as we shall see below, the telegraphic message of the arithmetic lesson is reduced still further by using a shorthand code.

This "oral composition" device enables a great deal of practice in arithmetic reasoning to be given simultaneously with practice in stating clearly the results of such reasoning. For example, consider the story of the plumber cited last month. Forgetting the numbers, the story is re-told:

"A plumber works from morning till evening repairing water pipes. He is paid by the hour for the time he works but nothing for the time he spends having his meals. How much does he earn in a day?"

The answer to this problem is given:

"To find the daily earnings I should find the number of hours from starting time to finishing time. I should then take away the time spent at meals, and multiply the hourly rate by the number which remains."

This is too long for writing down, so a *précis* of it is made thus:

"Daily earnings = Hourly rate \times (Total number of hours - Meal time)."

At a later stage such statements may be shortened still further by introducing literal symbols.¹ In this way our first wordy formulation may eventually be reduced to the wordless formula:

$$d = h \times (N - n)$$

Thus, by developing the composition aspect of arithmetic, we have "dropped into" algebra. At first sight it might have appeared impossible: to most teachers, I suspect, composition and algebra are poles apart. As a matter of fact, they were originally intimately connected. The algebra of the Greeks and early Arab writers contained no symbols; it consisted of long verbal formulations and is now known as rhetorical algebra. The Hindus were accustomed to shorten their statements by using symbols for operations and ideas which recurred frequently, and this "syncopated" algebra persisted in Europe with few exceptions until the middle of the 17th century, when single letters were used, and the subject developed rapidly into what

we now call algebra.² The story of the evolution of algebra in the history of the race is therefore a story of the gradual development of conciseness in expressing general rules for solving mathematical problems. Similarly in school, if the composition aspect of arithmetic problem-solving receives due attention, arithmetic will develop naturally into algebra.

It should be noticed that in the scheme suggested, all problem-solving in arithmetic, even the simplest, clearly involves the process called in the algebra books, "substitution." Numbers are substituted for the words, or for the literal symbols which represent the words, in the formulation. It follows therefore that the words in the solution to a problem must necessarily precede the figures. The practice of inserting odd words after the reckoning has been done serves no useful purpose. It is due to a wrong conception of the function of words in problem-solving. They are not primarily for the benefit of the teacher but for the benefit of the pupil. Words should come first as an aid to reasoning, not last as a form of reluctant compliance with an arbitrary convention laid down by teachers. Mr. Greening Lamborn has divided problems into five types according to the fundamental operation—addition, subtraction, multiplication, sharing or measuring—which is chiefly involved. He requires pupils to "see through" problems before they begin reckoning, to reason out which type each problem belongs to, and then to make a statement of their reasoning as suggested in this paper.³ Apparently he allows no exception to this rule: all the reasoning must precede the reckoning. But it would appear that it is not always possible for children to see through a problem so clearly as to be able to express all the reasoning from start to finish in one written statement. The "detective story" type of problem mentioned furnishes an example. In such a case as the first problem quoted in this paper, the inevitable clumsiness of a single verbal statement may be avoided by having recourse to literal symbols, in which case the problem is solved by the simple equation:

$$x = 2/6 + \frac{x}{2} + \frac{x}{6}$$

If the manipulation of simple equations has become mechanical, such a solution does satisfy Mr. Greening Lamborn's rule that all the reasoning must precede the reckoning. But, if words are the only thinking counters at the disposal of the pupil, some alternation of reasoning and reckoning seems to be inevitable. In point of fact, Mr. Greening Lamborn is driven in some of his examples to use footnotes to explain steps in the so-called reckoning process because they involve reasoning which has not been done in making the initial statement. After all, "reckoning" is but the name given to the automatic stating of the remembered results of reasoning, which automatism has been made possible by the replacing of words by more convenient symbols—numbers,

² See F. Cajori, *op. cit.*, pp. 108-109.

³ See E. A. Greening Lamborn—*Expression in Speech and Writing*, pp. 35-40 and Appendix.

¹ See T. P. Nunn—*The Teaching of Algebra*.

letters, and symbols of operation. That is the virtue of the simple equation method: it makes it possible to reduce much "reasoning" to the simpler level of "reckoning." Therefore, if this method is not available, some problems will probably have to be solved piecemeal. The general principle may still be adhered to for the words in each section of the solution will precede their figures. For example, the detective story given may be solved as follows:—

$$\begin{aligned} \text{Money spent} &= \text{Half the money left.} \\ &= \frac{1}{2} \text{ of } 2/6 \\ &= 1/3 \end{aligned}$$

$$\begin{aligned} \text{But half the total money} &= \text{money spent} + \text{money left.} \\ &= 1/3 + 2/6 \\ &= 3/9 \end{aligned}$$

$$\therefore \text{Money given} = 7/6$$

Thus, "there is no reason why a sum well written out should not be read with as little difficulty as is experienced in reading a piece of well-written English."⁴

Another practical device now suggests itself. Just as in composition teaching pupils are given opportunities of reading their essays aloud so that they may hear how they sound and may judge if the words really make sense, so in problem-solving pupils should be required occasionally to read their solutions aloud. This is really a translation exercise—translation from a mixture of words and mathematical symbols into ordinary English. Thus the latter half of the previous solution may be translated into:

"But half the total money is the same as the money spent and the money left added together. That is, one and threepence added to half a crown, which equals three shillings and ninepence. Therefore the money given must have been seven shillings and sixpence."

Teachers of languages lay great stress in translation work on the need of translating freely, of choosing equivalent words or phrases to match their particular context so as to render shades of meaning as exactly as possible. The resulting benefit to pupils' English composition is one of the strong arguments used by those who uphold the value of the classics. The similar training which can be obtained from mathematical translations is hardly ever thought of. In fact, teachers of mathematics are very prone by their example to influence pupils in the opposite direction in the matter of translating written mathematical language into spoken English. A new symbol is introduced; a meaning label is attached to it and ever afterwards that symbol is translated in the same stereotyped way. The word "plus" and "minus" are used with little children when often more "homely" translations would convey the meaning much more clearly. For example, "all but" is often a better translation for the symbol "-" than "minus." The consequence is that much of the language which the young child hears in the mathematics lesson is meaningless jargon. The story of the child who, after receiving a first lesson on division went home and told her mother that she had been learning a new kind of sum, "gazintas," may be hackneyed, but it is worth repeating, for its full significance is not yet realised. "Four gazinta eight twice" may possibly still be heard.

But the point is that even where speech training has changed the word to "goes into" the new phrase is still practically meaningless, while it lacks the virtue of the novelty which "gazinta" possessed.

It is suggested then that teachers of arithmetic need to keep a very vigilant watch on the form of "oral composition" in which they habitually express themselves in teaching the subject. They should be leading exponents of clear, logical, concise expression, and the subject of mathematics properly taught should be a great aid in the training of pupils in these same virtues.

We can now state for the sake of clearness the various steps in the solving of any arithmetic problem or part of such problem.

1. *Appreciation.* Like literary appreciation, it involves more than an understanding of the meaning of each of the words used.

2. *Reasoning.* Whether the results are expressed orally, in writing, or not at all, this step is essentially a composition exercise. All the composition involved in this step should be done orally in the case of little children, and much oral practice of this kind is useful throughout the school. When problems are written out, only the essential words should be used, and these may be abbreviated, until in the later stages the general statement consists of an algebraic formula or equation. This is the essential step in problem-solving, and many lessons might well be given in which a large number of problems are dealt with in this way, the next two steps being omitted.

3. *Substitution.* The appropriate figures mentioned in the problem are substituted in the general statement which expresses the result of the reasoning done in Step 2.

4. *Manipulation.* The figures are added, subtracted, multiplied, or divided, as the statement directs.

We are accustomed to recognise the value of such subjects as history, geography, and natural science as aids to the teaching of English composition, but I doubt if we are making the best use of arithmetic in this direction. Mr. Greening Lamborn is "convinced that the value of arithmetic as an influence on English is hardly ever dreamed of." "And yet," he adds, "arithmetic artistically taught may afford examples of that perfect expression which is to be found elsewhere in poetry alone. And so it will affect composition as the teaching of grammar can never do."⁵

So much for the beneficial effect of arithmetic on composition. But what of the effects of all this composition on the results of arithmetic? The following quotation from a recent article⁶ speaks for itself:

"Not many years ago a certain secondary school attracted the admiration of the Board of Education by the excellence of its work in arithmetic. An enquiry was made, and the secret was found to be this, that children were taught from the very first to read their problems—read them carefully—and then say in words exactly what should be done, and why, without actually doing it."

⁵ E. A. Greening Lamborn—*op. cit.*, page 35.

⁶ *Times Educational Supplement—Teaching of Arithmetic*, March 22, 1924.

See also: Board of Education *Suggestions for the Teaching of English in Secondary Schools*, Appendix I, English and Mathematics.

⁴ Board of Education—*Suggestions for the Consideration of Teachers in Elementary Schools*, page 46.

THE NATIONAL UNION OF TEACHERS.

FROM OUR OWN CORRESPONDENT.

The events of Easter week at Oxford will form a topic of conversation among teachers in primary schools for some time to come. An outstanding feature of the several education debates at the public sessions was the long and searching discussion on a special motion of the Executive dealing with Circular 1350 recently issued by the Board of Education. The suggestions on the reorganization of schools therein contained foreshadow a sweeping, if gradual, change in the grouping of schools and departments which may involve hardship to teachers in loss of status, with reductions in salary and a consequent lowering of pension prospects. These aspects of reorganization were fully discussed in private session, and members of conference, being assured that the Executive was fully alive to all the dangers, were able in the public session to debate the suggestions from an educational standpoint. There was a plea tabled for the establishment of a joint committee consisting of representatives of the Local Authorities, the teachers and the Board to inquire into the existing organization of schools, but the speaker who entered it in the form of an amendment was singularly unhappy in his speech. He made it plain that he was opposed to any alteration of existing conditions and so paved the way for the overwhelming defeat of his proposal. The delegates supported the Executive's motion, which was carried. This was the wise course, because the motion was framed on general lines safeguarding the infants' departments and "the educational needs of boys and girls respectively," thus leaving the Executive free to oppose any proposal which in its opinion threatens those needs.

The Leaving Age.

Another interesting debate followed on the proposal of the Executive that the leaving age should be raised to fifteen "at once," with maintenance allowances where necessary. The motion also laid it down that schools should be reorganized to provide primary education up to the age of eleven plus and free secondary education of "varying types" from that age upwards. In all the speeches there was full recognition of the fact that the raising of the school age to fifteen years involved a much better provision than now exists for the instruction of older children. How to ensure this was the bone of contention. Delegates were not enamoured of central schools as the solution. Miss Conway, herself a real force in the teachers' counsels, expressed her opposition to central schools. It was not possible to establish them in every district. The majority of the conference seemed to regard central schools as a side-tracking of the "elementary school child." But despite proposed amendments and several speeches in opposition, Messrs. Sainsbury and Mander brought the motion of the Executive into harbour. Its adoption is a tribute to the attitude of conference to educational reforms even where the interests of teachers appear to be threatened.

The Award on Salaries.

It was apparent even before the first public session of the Conference there would be no active opposition to Lord Burnham's award. On the Saturday evening preceding the official opening Mr. F. W. Goldstone addressed a great gathering of delegates in the Examination Schools, and in a masterly manner explained the award and the proceedings generally. His reception before and after his speech indicated a smooth passage for the award at the actual conference, and this was secured, notwithstanding the women's protest against the £9 increment. The women delegates deplored the lowered increment, and they said so. In this they were justified. It was necessary that conference should make plain to the public that while the N.U.T. accepts the arbitrator's award it does not agree with it. The attitude of teachers as interpreted by the attitude of the Easter conference is one of passive acceptance. They feared a drastic and immediate cut in their existing salaries. They find there is to be no immediate reduction and they are relieved. Also they are relieved that there is to be a real period of peace—a six years' cessation of anxiety and disquiet. This fact in itself will be a wonderful aid to progress and real thinking on matters educational. Since 1919 the teachers' energies have been dissipated in battling for their material interests. They may now concentrate on the development of professional efficiency.

Conference and Registration.

A series of resolutions whose main purpose is to strengthen the Teachers Registration Council and establish it as the only diploma granting body for the exercise of the office of teacher was carried with acclamation. That this should have been done is remarkable, having regard to the third resolution which lays down that after 1st January, 1930, "no teacher should be appointed on the staff of a State or rate-aided school who is not fully registered or in association with the Teachers Registration Council." Members of the N.U.T. not yet registered must hasten to apply for registration.

Special and Personal.

Standing on the Conference agenda were motions of a special and personal character. Sir Amherst Selby-Bigge was accorded the best wishes of the teachers on his retirement and also an expression of their appreciation of his broad educational outlook as an administrator and of his democratic regard to the views of teachers through their representative men and women. Sir Amherst was deeply moved by the long continued applause of the vast audience and was very sincere in his thanks—he believed in consulting organizations representing large bodies of teachers. Lord Gorell, as Chairman of the Teachers Registration Council, and a great worker in the field of education, received the unique distinction of Honorary Membership of the Union. He acknowledged the honour in felicitous terms and succeeded in furthering the interest of teachers by advising Registration. Then came the farewell to Major Gray, the veteran official of the N.U.T. His reception was cordial indeed and his reply characteristic of his whole attitude to the Union. The special testimonial took the form of a cheque for £850 subscribed to by individual teacher admirers in all parts of the country.

The Conferring of Degrees.

A great and much appreciated feature of this year's Conference was the special association of the University with the National Union. The Vice-Chancellor and Sir Michael Sadler have honoured it by their presence, their speeches and their generous help. Sir Michael, so long associated with the T.R.C. and the Board of Education, received a striking tribute to his work in a spontaneous outburst of applause evoked by the mere mention of his name at the first public session. This association of the University with the teachers culminated on Wednesday afternoon when the Vice-Chancellor admitted to membership of the University Mr. C. Wing, President N.U.T.; Mr. W. D. Bentliff, Hon. Treasurer N.U.T.; and Mr. F. W. Goldstone, Secretary N.U.T. Sir Michael Sadler honoured the Union by presenting each to the Vice-Chancellor for the degree of M.A. *Honoris Causa*. The stateliness of the ceremony, the historic surroundings, and the generous speech of the Vice-Chancellor to the great audience assembled in the Sheldonian Theatre made a great and lasting impression on the Conference.

Lord Eustace Percy had a very large audience on Wednesday afternoon. His speech has given both Local Authorities' representatives and the teachers much food for thought.

The visit of Princess Mary on Thursday gave a magnificent winding-up touch to what many say is the finest N.U.T. Conference ever held. Her Royal Highness had a wonderful reception as, accompanied by Mr. Wing, President of the Union, she entered the densely packed hall at the head of a brilliantly garbed procession of civic and university notables. She stood throughout the wearisome process of receiving the purses for the Union's B. and O. Fund, and was manifestly delighted to know that her presence had resulted in a record donation of £50,900!

RECUEIL DE POEMES. Part I and Part II: J. Molmy. (Blackie. 6d.)

Published separately and both annotated these small books contain 27 and 44 poems respectively. In Part I they are grouped under subjects, and the selections in the other volume are principally from La Fontaine, Hugo, Prudhomme. P.L.R.

BLUE BOOK SUMMARY.

Teachers' Superannuation Bill.

Bill No. 116 of 1925, presented by the President of the Board of Education and supported by the Chancellor of the Exchequer and the Duchess of Atholl, is the fourth attempt in about twenty-five years to invent a scheme of pensions for teachers. When it gets on the Statute Book it will operate as from April 1st next year. It contains twenty-two sections and two schedules.

The first obvious difference between this and the 1918 Act is the permanent embodiment of the contributory principle. This was almost inevitable even if there had been no Emmott Committee. There is little to be said against it and opposition has by now spent itself—at any rate so far as teachers are concerned. The employing authorities have until 1928 to accustom themselves to and prepare for the new conditions, and they have some consolation in that under Clause 9 (2) any amount paid by them for the purpose will rank for salary grant.

What, one may well ask, of the schools which are State-aided only? Clause 9 (2) seems not to apply to them in its present form, so that as their case stands at present, they will have to bear the whole cost of their 5 per cent. contribution. If this sop is to be given to one set of employers it is difficult to see any good ground for refusing it to the other.

As was to be expected, the Bill embodies other recommendations beside the contributory principle of the Emmott Report of 1923. The 1918 Act, Section 18 (viii) admitted to non-contributory benefit any non-grant-aided school which was efficient and not conducted for private profit. "We think," said the signatories to that report, "that any efficient non-grant-aided school, which is not conducted for private profit, should be admitted to the benefits of the scheme, provided that the governing body are willing to pay into the fund annually a sum equal to 10 per cent. of the salaries of its teachers, 5 per cent. being recoverable from the teachers themselves. . . . In essence the principle laid down in Section 18 (viii) of the 1918 Act should be maintained. That is, the 'back service' of the teachers who are serving in all the schools should continue to be recognised conditionally up to a maximum of ten years." The present Bill adopts this and a new sub-section viii is substituted for that of the 1918 Act. Under it "not more than ten years' service in any such school shall be recognised for the purpose of this Act."—ten years that is in the capacity of a teacher during any period before April, 1926.

Clause 14 of the Bill introduces a new class of beneficiary. They are called "organizers," and their service as such after 1926 will be deemed teaching service, if they have been employed by a Local Authority in full-time service involving the control or supervision of teachers and if, before then, they had been employed for at least three years as teachers in an approved capacity. Three members of the committee, Mr. Rathbone, Mr. Upcott, and Mr. Simmonds, expressed themselves as opposed to this recommendation. The new scheme, as the three reservationists pointed out, creates two classes of administrative official—those who have been and those who have not been teachers. A person is a teacher or he is not, and if he is not, he should seek salvation under some other system. There's one to his hand, if his authority chooses to adopt it.

The most significant departure from the terms of the Emmott Committee's findings is in the matter of a Pension Fund. There is no fund. "We are satisfied," says the Report, "that a central fund, into which the contributions of the teachers and of the local authorities would automatically pass as received, should be regarded as an indispensable part of the machinery of the permanent scheme which we have adumbrated." The sponsors of the present Bill evidently don't share that view. But it is a view very strongly expressed in those admirable annual reports of the Carnegie Foundation Trustees. The No. 11 for 1916, for example, says: "In actuarial terms a pension is a deferred annuity, payable on the fulfilment of certain conditions," one of which is "indispensable"—there must be set aside year by year the reserve necessary, with its accumulated interest, to provide the annuity at the age agreed upon. On no other condition can the participator obtain a *satisfactory contract*.

The New Salary Scales.

By the time these lines appear in print teachers and authorities will have begun to digest the new Burnham Scales—which are more truly "Burnham" than their predecessors. The task set the arbitrator was no easy one; nor was it a simple one, but Lord Burnham seems to have made the best of a difficult job. The general feeling among teachers is that neither their optimists nor their pessimists have been wholly disappointed. Of the two opposing parties—local authorities and teachers—the teachers seem to have scored most points. But if the present scales lasted over four or five decades—which they won't—the authorities will score in turn. By devices such as the probationary year, the smaller increments, and the consequent longer distance between minimum and maximum, the teacher with a working life of say forty-four years will earn something under £1,000 less than under the old scales. The starting and finishing points of all the scales, elementary, secondary and technical, are slightly higher than the 95 per cent. of the now obsolete Burnham figures. In the intermediate years they are sometimes considerably less. The notes to the scales, however, lay it down that no teacher shall receive less after April 1st, 1925, than he received before that date. He will "mark time" till the appropriate scale overtakes him.

In the matter of increments there are changes which are certain not to please. Men teachers in the four scales of the elementary advance by £12 instead of £12 10s.; so do the non-graduates under the secondary and technical scales. The women come off worse. The new Burnham increments are £9 in place of £12 10s. for elementary teachers and non-graduate secondary and technical, with £12 in place of £15 for graduates.

To each award Lord Burnham adds the same, or similar, strong recommendations—and much will depend on whether the parties (in the legal sense) to whom they are addressed observe them: No. 2 especially, concerning additional payments. There is none of that certainty that inspired the last sentence of the Report of 1920. In each case Lord Burnham admits there are questions of detail which create difficulties with which he was unable to deal. These are to be left over for the Standing Joint Committee. The scales are to remain in force for six years. In that period one can only hope that some really vital salary principles will emerge.

The Closure of Schools.

In the March EDUCATION OUTLOOK amending Regulations No. 2 to G.R. No. 8 (*i.e.* "The Code") were noticed and attention drawn to the new Article 45 (b) and to Schedule IV. Circular 1337 promised a Memorandum on the subject and it has since been issued—"under the joint auspices" of the Board of Education and the Ministry of Health. It is a revised edition of a similar memorandum of 1909. Its main purpose seems to be to stress the importance of "individual exclusion" instead of "general closure!" "If the power to exclude individual children from school," the introductory note says in italics, "be used to the best advantage, it is only in special and quite exceptional circumstances that it will be necessary to close a school in the interests of public health." It was to secure that schools should not be closed in any other interest that the above-mentioned article of the Code was amended. There is nothing in this memorandum that seems to call for special notice. It is mainly concerned to show how the rules regarding "seclusion" or "closure" are to be carried out, where the power to do so resides in different bodies. In county boroughs, municipal boroughs, and urban districts, the Sanitary Authority and Education Authority are the same and much more often than not the M.O.H. of the one is the S.M.O. of the other. There then it is merely a matter of procedure—whether the joint officer shall act in one capacity or in the other. As S.M.O. he can act very promptly under Art. 53 (b) of the Code. But trouble may arise where sanitary and education areas are not coterminous, as in the counties. However the Memorandum quite clearly indicates how difficulties of that sort can be surmounted, and its virtue is this—it foresees possible causes of delay and in questions of infection delay is dangerous. It therefore suggests steps for obtaining smooth working between officials not integrated by a common committee. There are five parts to the Memorandum and the fifth is valuable for its own sake. It gives, and very fully, too, "Rules for action in respect of particular diseases," and an appendix provides a table of incubation and exclusion periods of all the commoner infectious diseases.

ASSOCIATION NEWS.

The Teachers Council.

At the Conference of the National Union of Teachers, Lord Gorell, Chairman of the Council, received the rare distinction of being admitted to Honorary Membership of the Union. The Conference accepted with unanimity four proposals based on draft resolutions which have been circulated by the Council. These resolutions have been sent out to the Appointing Bodies for criticism and amendment and when the replies have been received a fresh draft will be prepared embodying, as far as possible, the views expressed. The present position of the Council renders it urgently necessary that all qualified teachers should become registered without delay since otherwise they may find themselves compelled to ask for special consideration later. It is expected that before the end of the present year the Official Register will contain 100,000 names and that the List of Associate Teachers will include the names of all who have taken up preparation for teaching as their chosen work.

College of Preceptors.

The half-yearly General Meeting of the College was held on Friday, March 27th, to avoid the Boat Race day. There was a good attendance. Twelve members of the Council retired by rotation and the following were elected to serve:—Sir Philip Magnus, Bart.; Mrs. H. M. Felkin; Misses S. A. Burstall, M.A., J.P., B. L. Millard, and E. M. Savell, B.A.; and Messrs. A. W. Bain, B.A., B.Sc., G. P. Dymond, M.A., J.P., C. Pendlebury, M.A., W. G. Rushbrooke, LL.M., A. A. Somerville, M.A., M.P., A. P. Starbuck, B.A., and H. G. T. Taylor-Jones, M.A. Following the meeting an address on "The Modern Press and the Rising Generation" was delivered by the Rev. Canon Anthony Deane.

National Association of Schoolmasters.

The annual conference of this body was held at Nottingham at Easter. The President, Mr. W. H. Young, delivered an address in which he urged that boys should receive instruction from men teachers in order that manly qualities may be developed in the schools. The Association agreed to provide strike pay for men teachers who resigned their posts or accepted dismissal rather than submit to having the physical training of their pupils examined by a woman inspector.

The Cordwainers and Technical Training.

The first junior day technical school in this country for the training of boys for the boot and shoe trades is being started this term at the Cordwainers' Technical College, Finsbury. The Cordwainers' Company will share financial responsibility for the school with the Board of Education and the London County Council. The curriculum is divided between subjects of general education, including organized games, and the mysteries of boot-making under modern conditions.

International Child Welfare Congress.

The first International Congress on Child Welfare (organized by the Save the Children Fund International Union) will be held at Geneva next summer from the 24th to the 28th August. Its comprehensive character marks the greatly increased importance attached to the question of child welfare in all countries since the war. It is anticipated that at least a thousand delegates, drawn from fifty different countries, will attend the Congress, and a large number of eminent specialists will participate in the discussions. The Ministry of Health has sanctioned the sending of delegates by local authorities. Previous to the Congress, the Save the Children Fund International Union will hold an International Summer School at Geneva. This will afford a delightful holiday in beautiful surroundings, at very moderate cost. Full particulars with regard to this Summer School may be obtained from the General Secretary, the Save the Children Fund, 26, Gordon Street, London, W.C.1.

Invalid Children's Aid Association.

By kind permission of the Hon. Sir John and Lady Ward, the annual meeting of the Invalid Children's Aid Association will be held at Dudley House, Park Lane, W.1, on Tuesday, May 12th, at 3 p.m. The Marchioness of Titchfield will preside, and the Rt. Hon. J. Ramsay MacDonald, M.P., Sir Bruce Bruce-Porter, K.B.E., M.D., C.M.G., Miss Letitia Fairfield, C.B.E., M.D., D.P.H., Miss Madge Titheradge, and the Rev. J. C. Pringle, M.A., will be among the speakers. Tickets are necessary for admission and can be obtained from the Secretary, 117, Piccadilly, W.1.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

The University Grants Committee's Report.

Returns appended to the recently published report of the University Grants Committee show that the total number of students at Universities and University Colleges during the year was 42,892—men, 29,952; and women, 12,940. The student population of Cambridge was 4,977, the highest; of Oxford, 4,163. The total income of the institutions, excluding Oxford and Cambridge, was £3,587,336; expenditure, £3,569,332.

Autonomy in London University.

Commenting on the lack of autonomy in the University of London, the same report points out that the annual subsidy of over £370,000 is not paid to the University, but is given in separate grants to the Central Administration, two colleges, and the twenty schools, and that any proposal to make the governing body, as constituted at present, responsible for the allocation, would be strongly resisted. "The University of London is in no real sense master in its own house, or capable of enforcing a policy of its own. In guiding the development of its colleges and schools it has less of the reality of power than outside grant-giving bodies like our own or the London County Council. This is an undignified position for the great University of the Capital city of the Empire."

More Universities.

The Grant Committee are not in favour of more universities. Any additional funds which may be put at the Committee's disposal will be used to help existing institutions rather than to enlarge their number. "Unless it could be shown," says the report, that the universities now in existence are close to the point at which the necessary expansion in student numbers could only be purchased by a loss in academic effectiveness, we do not think the need of the future is for more universities."

Oxford.

The 400th anniversary of the foundation of Christ Church, Oxford, as a collegiate institution will be celebrated towards the end of June. The King is the visitor of Christ Church and it is probable that he will, with the Queen, attend the celebrations. There will be a special service in the Cathedral.

The date of the Convocation for the election of Chancellor has been altered from May 21st to Monday, May 25th.

From Greenwich to Ipswich.

The Royal Hospital School at Holbrook, near Ipswich, will provide for the training of naval non-commissioned officers now accommodated at Greenwich Hospital. The estimated cost is £700,000. The new buildings will include the school block, with dining hall and swimming baths; fourteen hostels, each accommodating eighty boys, a dozen houses for the principals, twenty-three for the teaching staff, and fifty-six houses for the artisan staff. There will also be a chapel, an infirmary and an isolation block. The winning design for the school was that entered in competition by Messrs. Buckland and Haywood, of Birmingham. The site was given by Mr. G. S. Reade.

Dr. Barker at Dovercourt.

Dr. Ernest Barker, Principal of King's College, London, distributed the prizes at Harwich School Speech Day, at Dovercourt. In every school and college, he said, three lamps were kindled, and as it were, set upon an altar—truth, goodness, and beauty; we tended these lamps and tried by their light to see the reason for our existence. English schools had always held in high esteem the lamp of goodness, which was the basis of character. The spirit of fair play and the habit of sticking to it—of putting in the last ounce—were fine English characteristics. "Never be too quick despairers, it is the last ten minutes that matters."

New Secondary Schools.

Replying to Captain Waterhouse in the House of Commons last month the President of the Board, Lord Eustace Percy, stated that during the year 1924-25 thirty preliminary and thirty-six final plans for new secondary schools were approved. The net additional accommodation would be 14,248. He anticipated that twenty-seven new school buildings may be completed during the current financial year, giving a net additional accommodation for 6,680 pupils.

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In this book Mr. Durell has adopted all the recommendations contained in the recent Report issued by the A.M.A., and in particular has followed the sequence of propositions which is the central feature of that Report. There is an ample collection of numerical applications and easy riders.

ARITHMETIC. By C. V. DURELL, M.A., and R. C. FAWDRY, M.A., Head of the Military and Engineering Side, Clifton College. In three parts. Parts I and II ready immediately. About 2s.

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A SCHOOL GEOMETRY on "New Sequence" Lines. By W. M. BAKER, M.A., and A. A. BOURNE, M.A. 4s. 6d. Also Books I—III, separately, 2s. 6d. Books I—V, 4s.

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This new volume in "Bell's Mathematical Series" has been prepared primarily for Pass and Engineering Students, and for more advanced pupils in Secondary Schools. The first part is devoted to setting out in an easy and attractive way the easier properties of Conic Sections; the second gives an introduction to Solid Geometry, and includes a simple discussion of Quadric Surfaces, referred to their Principal Axes. A short chapter on Curvature has also been included.

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MISCELLANEOUS EXERCISES IN SCHOOL MATHEMATICS. Compiled and arranged by H. E. PIGGOTT, M.A., Second Master and Head of Mathematical Department, Royal Naval College, Dartmouth, and D. F. FERGUSON, M.A., Royal Naval College, Dartmouth. 4s. 6d.; Part I, 2s. 6d.

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PERSONAL NOTES.

Secretary to the Secretary.

The Permanent Secretary to the Board of Education, Sir Aubrey Symonds, K.C.B., has appointed Mr. B. L. Pearson, D.S.O., M.C., to be his private secretary.

Mr. William W. McClelland, M.A., B.Sc., lecturer on education in Edinburgh University, has been appointed to the Bell Chair of Education at St. Andrew's and Dundee. This is in accord with an agreement under which the Bell Professorship and the Directorship of the St. Andrew's Provincial Committee for the training of teachers are to be held by the same person.

Miss J. J. Milne, M.A., has been appointed Senior Woman Tutor in Dental Materia Medica and Therapeutics at Birmingham University.

From Rugby to Nottingham.

Mr. Cedric Lawton Reynolds, head of the Science Department at Rugby, has been appointed head master of Nottingham High School. He will succeed Dr. Turpin, who retires at mid-summer.

(Sir) "Hildred Carlile" Chairs.

In commemoration of the donation of £105,000 by Sir Hildred Carlile to the Endowment Fund of Bedford College, the University chairs of English Literature, Latin, Botany, and Physics tenable at the college will in future be known as the Hildred Carlile Chairs of English Literature, Latin, Botany, and Physics.

Professor E. Gardner will represent London University at the centenary celebration of the University of Pavia to be held this month.

Self-Help.

Dr. Joseph Wright of "The English Dialect Dictionary" fame, has resigned at the age of 70 the Oxford Professorship of Comparative Philology. He has led a remarkably strenuous life. At six he was earning eighteenpence a week. He taught himself to read and write, and at 19 when working in a wool-mill, opened a night school. Later he became an assistant school-master; matriculated at London when 23, spent six years at German Universities, and in 1888 lectured in Old German at Oxford. In 1901 he was appointed to the Chair which he now leaves.

Mr. G. H. Hammond, M.A., of the Leeds Education Department, has been appointed Assistant in the Higher Education Department of the Lancashire County Council. Mr. Hammond went to Leeds Grammar School and St. John's College, Oxford, and at one time held a Colonial Office appointment in Southern Nigeria.

New Principal for "Borough Road."

Dr. T. Hugh Miller's resignation of his office as Principal of Borough Road College, Isleworth, takes effect next July, when the academic year ends. The Council of the British and Foreign Bible Society have appointed Mr. Frederick L. Attenborough to succeed him next September.

Scholarships at Newnham.

Entrance scholarships have been awarded at Newnham College, Cambridge, tenable for three years from October, 1925, as follows:—

Mary Ewart Scholarship of £100 to N. Proctor-Gregg (Howell's School, Denbigh) for History; College Scholarships of £80 each to E. Fisk (Homerton College) for Geography, K. G. G. Davies (Roedean School) for English; Caroline Turle Scholarship of £80 to D. K. Emery (Ladies' College, Cheltenham) for Natural Sciences; Clothworkers' Scholarship of £80 to J. Darroch (St. Bride's, Edinburgh) for Classics; Gilchrist Scholarship of £50 to K. L. Le Quesne (Ladies' College, Jersey, and private tuition) for Mathematics; Mathilde Blind Scholarship of £50 to H. G. Edwards (Methodist College and Belfast University) for Modern Languages; Winkworth Scholarship of £50 to A. E. M. Wamsley (St. Hilda's, Hexham) for English; Mary Stevenson Scholarship of £35 to W. N. Pretty (Kettering High School) for History; College Scholarships of £35 each to H. L. Addison (honorary) (Sherborne and private tuition) for English, W. B. Sykes (St. Felix School, Southwold) for Modern Languages, W. M. Rogers (King Edward's School, Birmingham) for Mathematics.

NEWS ITEMS.

Greek in Wales.

According to a Report signed by Sir Alfred Davies (the retiring permanent secretary of the Welsh Department of the Board of Education) in the grant earning schools of Wales, with one or two exceptions, "Greek survives rather than flourishes." In 1924 there were twelve candidates who took Greek language and literature, out of a total of 289, for State scholarships—an improvement on the figures for 1920. Greek is taught in 35 out of 121 grant earning secondary schools in Wales—but to 246 pupils only.

Beckenham's New Playing Field.

The Kent Education Committee have acquired 6½ acres of land as a playing field for the girls of the County School at Beckenham. The school is being enlarged to accommodate 400 girls.

London University Presentation Day.

The presentation of degrees of the University of London will take place on Wednesday, May 13th, at 2-30 p.m., in the Royal Albert Hall. At eight o'clock on the same evening there will be a Graduation Dinner in the Drapers' Hall, Throgmorton Street.

Technical Schools.

The list of technical schools and schools of art in England and Wales recognized by the Board of Education under the regulations for Technical Schools has just been published through the Stationery Office. It gives all the more important technical colleges, commercial institutes, and day technical schools, together with all schools of art and junior technical schools. The price of the list is 4s.

Children under Five.

As the result of an unfavourable report by Mr. W. J. Carter, H.M. Inspector, on the results of the admission of four-year-old children in the schools—which it was decided last year to sanction—the Stockport Education Committee resolved by twelve votes to nine that after April 1st, 1925, "No further admissions of children under the age of five years be permitted in the schools under the control of the Stockport Local Educational Authority."

School Names.

We all know the school which starts its career handicapped by an ugly name. Sir Alfred T. Davies, in an introductory note to a White Paper on the Welsh School Building regulations, writes thus: "The school building should express the ideas of unity, order, and repose. Not only should all its parts be harmoniously interrelated but the school should accord with the best architectural traditions of the locality. Too often schools which might be given commemorative or at least agreeable names are merely dubbed by the name of the road or street in which they happen to be situated, with results which are uninspiring and often ludicrous." He suggests that schools should be called after some name honoured in the annals of the past—Hugh Myddelton for example. Names like Cemetery Road School should be avoided—"Abolished" would be a more appropriate word. The L.C.C.'s good example was referred to last month (on p. 147).

To Discuss the Bill.

The Association of Education Committees are eager to discuss the new Superannuation Bill. They have therefore changed the date of their annual general meeting from June to May 14th and 15th.

Rishworth Grammar School, near Halifax, will celebrate the 200th anniversary of its foundation on June 20th.

Ideal or Real.

"Ideally, a man should be supple and versatile, adaptable to variety of function, a Leonardo da Vinci, though on a minor scale. Practically, the majority of men are crystallized early in life in fixed channels of occupation. The rails run parallel and there are no sidings for passing from one line to another."—Mr. J. Malet Lambert in *The Times*.

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LITERARY SECTION.

BOOKS AND THE MAN.

The Vicissitudes of Bedford.

The late John Sargeant, of Westminster School, hailed from Bedford, where his parents had long resided, and where he became Head of the School. He was engaged at the time of his death upon a History of Bedford School, and had completed the record down to 1903. This has now been edited and brought up to date by Mr. Ernest Hockliffe, M.A., Professor of English Literature at Queen's College, Harley Street. The handsome volume, with sixteen illustrations and a plan of the existing school grounds, is published by Mr. T. Fisher Unwin at 15s. net, and I have little doubt that Old Boys everywhere will hasten to obtain a copy.

Their piety will be rewarded, for the story is full of interest. It is not difficult to see that John Sargeant was restraining himself with resolution when he had to describe the doings of certain Trustees of the Foundation, and he certainly enlists our support for the view that the intentions of Sir William Harper (not *Harpur*, says Mr. Sargeant) were woefully distorted and those whom he sought to benefit defrauded by the roguery of trustees and the lazy incompetence of head masters. The story is familiar enough. In the fifteenth, and especially in the sixteenth, century there came a great impulse to found schools. In 1432 Sir William Sevenoaks, a London grocer, founded a school in his native place, Sevenoaks. In 1484 Sir Edmund Shea, goldsmith, and sometime Lord Mayor of London, left funds to establish a school at Stockport, where his parents were buried. In 1512 Sir Stephen Jenyns, Merchant Taylor and sometime Lord Mayor, endowed Wolverhampton School. In 1542 the Mercers Company established their school, and in 1545 Sir William Laxton, a grocer, established Oundle School in his native town. In 1562 Sir William Harper, formerly of Bedford, was Lord Mayor of London, and in 1566 he gave funds to establish Bedford Grammar School. The list might be continued to include Rugby, Holt, Market Harborough, and many other schools, all established or re-founded by prosperous sons of the provinces who had attained to wealth and civic dignity in London. Unfortunately, too, the story of malpractices might be repeated of almost every school thus founded. In Bedford the revenues came from land in Holborn and the rapid growth in its value furnished a long purse for the attentions of pickpockets. The income was spent in apprenticeship fees, almshouses, marriage portions, and, lastly, on the school which had been Harper's chief object. In 1793, out of £2,354 expended, less than £100 went to the school. Boys born in Bedford paid no fees, and outsiders paid only one guinea a year. Even in 1877 there were still 180 boys in the school who paid only 180 guineas between them. Despite this "free secondary education," the school was in evil case at the end of the eighteenth century. The masters usually held benefices and some were grossly neglectful of their school duties. It is too seldom noted that whereas we hear much of Arnold of Rugby, we learn little or nothing of the scores of clerical head masters of Grammar Schools of his time

who were pocketing salaries for school work which they never performed.

The new birth at Bedford may be said to have begun with the appointment of Dr. Brereton in 1810. He held the post for 44 years, and was succeeded by the Rev. F. C. Fanshawe, who was followed in 1874 by the real founder of the present Bedford School, James Surtees Phillpotts, M.A., B.C.L. The record of his work is absorbingly interesting and full of lessons for the present day. It is a story of almost incessant differences with the Trustees, of a resolute and successful effort to extend the school, and to make it a real factor in civic life, and of the triumphant overcoming of obstacles of every kind. With all this organizing skill there went a clear vision of educational aims to be realized and a wide sympathy with boys. It is a magnificent and encouraging record, the most valuable portion of the book and one which might well be prepared for publication in separate form as a textbook for our training colleges.

Here is a passage which illustrates its practical value:

"Phillpotts came with the reputation of a reformer. It may be well to show what he had done to improve the methods of teaching the languages and humaner letters, which for centuries had formed the basis of English education. At Rugby he had already shown his practical sense and ingenuity. He took there a form which was making its acquaintance with a Greek author. He found, generally speaking, that the only boys who could translate Xenophon were those who used a "crib." The boy who was too honest to fly to this refuge incurred punishment because his task was beyond his powers. To meet the difficulty, Phillpotts devised a method which proved eminently successful. He adapted the text of Xenophon, first the Hellenics, and afterwards the Anabasis (the latter with the help of Mr. C. S. Jerram), and made it so simple that even a beginner could construe it. One book of each served for the task of a term. For these selections there were no translations available, and as the adapted text was copyright, no translation could be made without the author's leave. In his Upper Tutor-set at Rugby the same desire to hasten the progress of learning, and thus enlarge the amount of literature read, made him try another original experiment. When his pupils were reading the Apology of Plato, he printed off and gave each of them copies of a booklet, which he entitled "Aristophanes without a Lexicon," meaning by that a list of all the less common words with their meanings, so that, with this assistance, he could run his pupils through the comic poet's burlesque of the teaching of Socrates as expounded in the 'Clouds,' *pari passu*, with Plato's panegyric, thus enabling them to appreciate the strength of the undercurrent of hostile feeling which led to the condemnation of the noblest of the Athenians."

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French.

FRENCH IDIOMS AND PROVERBS: De V. Payen-Payne. (Oxford. 4s. 6d. net)

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Music.

TWO BOOKS OF ESSAYS: A SURVEY OF CONTEMPORARY MUSIC: by Cecil Gray. (Oxford University Press. 7s. 6d. net. London: Humphrey Milford.)

STEPCHILDREN OF MUSIC: by Eric Blom. (G. T. Foulis and Co. 6s. net.)

Modern science is responsible for a large number of very wonderful things; sometimes they are pleasing, quite often they are not. Take, as an example, the case of radio-telegraphy, best known to most people through the concerts and other programmes provided for them by the British Broadcasting Company. Under certain conditions, particularly for speech and chamber music, the results can be excellent; in fact, I once heard a Mozart Clarinet Quintette sound as perfect as if I had actually been in the room with the performers; but in other and less happy circumstances the unfortunate listener is only capable of demanding that the apparatus be put out of action with the utmost celerity. I feel deeply about this, because a short while ago I was compelled to listen to two sopranos singing two different songs simultaneously from two separate stations, while both sounds came through with equal intensity into my telephone: the divergency was even greater than that between the vocal part and the accompaniment of a Schönberg song!

An analogy can be drawn between modern science and modern music, for in the latter case also some of the new ideas and effects are things of beauty, while perhaps the kindest thing to

say concerning other works is that our ears are not sufficiently accustomed to the idiom in which the composer is trying to express his meaning for us to be able to comprehend him.

Of what importance are these modern compositions? How will they rank in the future in comparison with the works of the great classical writers? Will some of them achieve immortality, or will the next generation regard them simply as a reaction from the sentimentalities of the Victorian era? All these are important questions, and as I write I have before me two new books of musical essays, both of them dealing with these problems.

Mr. Gray has written twelve essays, each one dealing in some detail with the works of a modern composer. As he himself says, it is "extremely difficult to forecast with any degree of accuracy the *historical* importance of any living artist, or to foretell the influence which he will exercise over future generations." However, he has given us his own opinions on the relative importance of the works that he discusses, and, what is more, he does not hesitate to state his reasons for holding these opinions. The three essays that I enjoyed best were those on Strauss, Stravinsky and Delius. The works of the first two composers stand little chance of achieving immortality according to Mr. Gray, and probably most people would agree with him. Delius, on the other hand, is a man whose works are not yet as widely known as they deserve to be; many people would acclaim him as the greatest living English composer.

Both books are of great interest, but Mr. Blom, in his "Stepchildren of Music," does not confine himself entirely to the last fifty years. He has spent some of his leisure hours in searching out works which have been neglected or never appreciated by the world in general, but which, in his opinion, have merit. There is no special connection between any of the twenty-five subjects chosen, and the author ranges from forgotten operas of the eighteenth century to the recent revival of carol writing by Arnold Bax. This last chapter interested me greatly, for in it Mr. Blom shows how much more nearly Bax approaches the polyphonic school of Palestrina and Byrd than most people realize. If only people in this present age would awake and take the trouble to find out what a heritage of exquisite music has been left us by the Elizabethans, it is almost certain that the next development by composers would take a similar direction, and we should have another "golden age" of music. R.O.

History.

ENGLAND UNDER THE EARLY TUDORS (1485-1529). Illustrated from Contemporary Sources: by C. H. Williams, M.A. (Longmans. 9s. 6d. net.)

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(Continued on page 194.)



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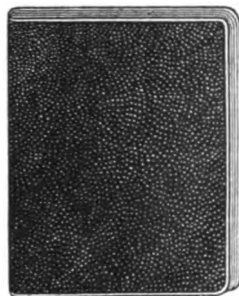


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Messrs. Jonathan Cape will be pleased to send a copy of their house journal, "Now and Then," for use in the common room in response to applications from teachers.

The University of London Press announce that they will publish early in May "The Northumberland Standardised Tests in Arithmetic, English and Intelligence," which Dr. Cyril Burt, Psychologist to the London County Council and Professor of Education in the University of London, has specially prepared for the Northumberland Education Committee. This entirely new comprehensive series has been used by the Northumberland Education Committee for testing the intelligence and school attainments of young children for the award of scholarships and has also been tried successfully in London Schools by Dr. Cyril Burt.

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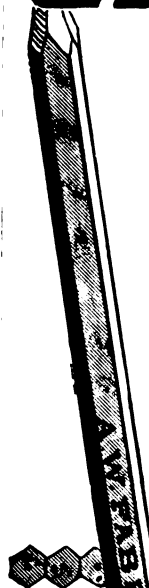
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THE EDUCATION-OUTLOOK AND EDUCATIONAL TIMES

JUNE, 1925

NOTES AND COMMENTS.

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

Training for Teachers.

The report of the Departmental Committee on the Training of Teachers is grievously limited in its usefulness by the restriction of the terms of reference to public elementary schools. It is true that in these schools the problem of teacher supply is most pressing, but the question of how teachers should be trained for their work is one which ought to be considered in the broadest possible way. To begin with, we must determine whether we can safely continue to dispense with training for all teachers outside public elementary schools. Some say that for teachers in secondary schools professional training is superfluous, since these teachers are usually men and women of academic standing, whose intellectual powers have been so developed that they can grapple at once and successfully with the difficulties of the form room. This comfortable theory overlooks the fact that in our state-aided secondary schools some fifty per cent. of the teachers are not graduates. It also ignores the lessons of experience, which show that many intellectual giants have been speedily made ridiculous by urchins of tender years. Some have been more fortunate and have survived to learn their job by empirical methods, often at the expense of their earlier pupils, and these exceptions are pointed to as proofs that teachers are "born, not made."

The Question of Technique.

Let it be admitted at once that the methods to be used in teaching must vary according to the age and social environment of the pupils. This means only that the "training college course" is not necessarily adapted to all forms of teaching work. It was devised to meet the special needs of teachers in public elementary schools, who were regarded as people of meagre intellectual attainment and limited social experience who needed only to be taught certain devices of school-method to render them exactly fitted to teach the "children of the poor." From an educational point of view this doctrine is merely mischievous, for learning should know nothing of social distinctions, any more than does sunlight or fresh air. Like sunlight or fresh air it may be made difficult of access by reason of our social and economic weaknesses, but that is no reason for deliberately trying to devise a special brand of teaching for "the poor." One effect has been to associate training in teaching with this special brand. We have thus been led to ignore the need for thinking out a technique appropriate to other forms of teaching, and we have too easily assumed that the secondary school teacher and university lecturer will achieve success in the light of their own wisdom.

The Professional View.

It is now some thirteen years since there was established a professional body, known as the Teachers Registration Council, charged with the task of forming and maintaining an Official Register of Teachers. In setting up this Council Parliament was not asking for the compilation of a list of reasonably well-educated men and women who happen, at any given moment, to be engaged in teaching. The Council was endowed with full power to set up its own standards of qualification, and as a professional body it must discover some authentic difference between, say, a graduate who is a teacher and a graduate who is not. There must be some difference beyond the fact that the former has succeeded in obtaining work in a school, some professional attribute. In other forms of work the distinction is made, as for example, between a man of muscular strength who is a bricklayer "by trade" and one who is not. For professional purposes the difference is found to be in the fact that the educated man or woman has gone through some form of specific preparation which has involved a consideration of principles and some practice under guidance. The educated man does not become in one day a responsible clergyman, lawyer, doctor, army officer, or civil servant. A period of training is demanded.

Some Obstacles.

The work of the Teachers Council must include the consideration of forms of professional training appropriate to different types of teaching work. Here one of the chief obstacles is that many teachers are themselves ready to declare that training is useless. They probably mean by this that the usual training college course is unsuitable for the kind of teaching they have in mind; although some of them go further and affirm that any kind of training has a crippling effect upon genius, represented by the "born teacher." This may be true, but comfort is to be found in the reflection that "born teachers" are far too few for our needs, despite the over-common assumption that teachers who have troubled about training were people who did not need it. To this complacent assumption must be ascribed much of the deplorably ineffectual lecturing in our universities, with the frequent spectacle of a half articulate pedant struggling vainly to impart his knowledge to bewildered and exasperated students. To it we may ascribe also the recurrent and unconsciously self-condemnatory phrases in school reports: "Inattentive and idle," "Troublesome in form," or "Must work harder." The barrister who loses his cases may seek to fortify himself by blaming the judge and jury. He presently finds that he has lost his practice.

The Remedy.

The remedy for bad technique with the consequent disparagement of all teaching work lies in the hands of teachers themselves. They should refuse to accept the view that their task is one to be undertaken without preparation by anybody who claims to know the subject he undertakes to teach. They should affirm the necessity for professional training and bestir themselves to consider the right scope and best method of such training. The Teachers Council might well be invited to undertake this enquiry with the aid of witnesses drawn from all types of educational institutions. The task would be strictly in accord with the Council's statutory duty of forming an Official Register of Teachers. Meanwhile all teachers who are not yet registered should seek admission at once and thereby show that they regard themselves as members of a profession. It is useless to wait for the State to act; indeed, the true interests of teachers will be best safeguarded if the State and local authorities are placed in the position of employers, leaving all that concerns professional standards to the teachers themselves, subject to any precautions which may be needed in the public interest. Such precautions would probably be found by handing over all examinations for teachers to the universities, the Council and the Board agreeing to accept their verdict.

Superannuation.

The new Pensions Bill is the subject of an interesting article on another page, where the Warden of New College, the true author of the Act of 1918, with its fresh conception of the provision which ought to be made for retired teachers, now commends the present proposals. The contributory system was inevitable, and the local authorities will probably accept it, despite a small adverse vote at their recent conference. One of the best features of the new Bill is the recognition of the unity of the teaching profession. Inspectors and directors are now brought in as teachers, which is what they are, or ought to be. Transfer from one type of teaching work to another is rendered more easy and many of the irritating complications of the former Act have been removed. It remains to be seen how far it is possible to include teachers in independent schools. If the proprietor is willing to pay an amount equivalent to the contributions of the State and local authority, while the teacher pays the amount expected from one working in a state-aided school, there should be no difficulty in bringing all efficient independent schools into the scheme. This will tend to break down one of the barriers between schools and it will also help to maintain the independent school as a valuable element in our national system of education.

School Buildings.

The new President of the Board has before him the extremely difficult task of inducing local managers and authorities to bring school buildings up to date. He may expect to incur much criticism if he presses the demand, but it is to be hoped that he will persevere until we are rid of the antiquated and insanitary structures which are too often used as schools. The establishment of "central schools" will bring in its train some renewal of the religious difficulty, as it is called. It is difficult to see why the term central schools should be added to our overburdened educational nomenclature. The proposed schools will deal with education at the secondary stage and we should do well to call them secondary schools from the beginning instead of adopting for them a name which will be taken to mean that they are nothing more than centralised primary schools and intended, like the latter, for people of a certain social grade.

TRANSLATIONS FROM HEINRICH HEINE.

I.—*Im wunderschönen monat Mai.*

*In wondrous-lovely month of May,
When all the buds were springing,
Then to my heart's own garden
Love's flower its bloom was bringing.*

*In wondrous-lovely month of May,
When all the birds were singing,
Then to my heart's own maiden
Were thoughts and wishes winging.*

II.—*Die Rose, die Lilie, die Taube, die Sonne.*

*The rose and the lily, the dove and the sun,
In rapture of love I once loved them each one.
But not now as yore; heart's home is securest
With fair one and rare one, the purest, demurest;
Fount whence all love was first begun,
Herself is the lily, the rose, dove, and sun.*

J. BROADBENT MARSHALL.

SUPERANNUATION FOR TEACHERS—THE NEW SCHEME.

BY THE RIGHT HONOURABLE H. A. L. FISHER, M.P., Warden of New College, Oxford.

The new Teachers' Superannuation Bill possesses at least one clear advantage: it offers a permanent settlement of a question which, by reason of political vicissitudes, has been too long left unsettled. That the scheme of Teachers' Superannuation would be ultimately based upon the contributory principle has been manifest since 1922, but it was not certain how the contribution would be arranged or whether another party would be called upon to assume part of the burden. The Bill which was recently introduced into the House of Commons by Lord Eustace Percy so far follows the recommendations of Lord Emmott's Committee as to propose that the local education authorities, who employ the teachers, should make a contribution of 5 per cent. to the teachers' superannuation, a sum equal to that which was imposed upon the teaching profession under the Act of 1922, and which it is still proposed to exact from it. Inasmuch, however, as the contributions of the local education authorities are to be considered as approved salary expenditure ranking for the Board's grant, only part of this burden will in effect be borne by the local authorities, and since it is provided that these local contributions are not to be required for a period of three years, the authorities are given time to recuperate still further from the shock of war conditions before they will be called upon to face their new obligations. The question now arises, how shall those new obligations be faced. Will the burden be placed upon the rate-payer, or will it be taken from the teachers, or will it be divided between them? I ventured to suggest in the debate in the House of Commons that this additional sum should be placed upon the rates with a view of avoiding a prolongation of that uncertainty with respect to the remuneration of teachers which has inflicted so much injury upon education, and to that end I venture to suggest that the Board should follow the advice of Lord Burnham, and, for the next three years at any rate, see to it that no local authorities make a financial gain by paying less than the salary scale agreed on for that area by the Burnham Committee. I gather, however, that the President of the Board of Education is not disposed to take this course; and if the local authorities accept the scale, are content to pay on it, and do not make the pension contribution an excuse for diminishing salaries, there is something to be said for not bringing the Board in, but the standardization of salary and pension conditions is to my mind of such educational importance that I hope that no risks will be taken.

One of the natural consequences of a contributory scheme is the establishment of a fund, and the Emmott Committee by a unanimous voice recommended that such a fund should be established. The Government has not accepted this advice. It has preferred to relieve the tax-payer of part of the present burden for back service and to place it upon the shoulders of posterity. Now there can be little question that the teachers would feel

more secure if a Pension Fund were established, and it is questionable finance to place upon the shoulders of posterity burdens we are certainly capable of bearing now. The assumption of the Government is that the ship of state is sailing into summer seas, and that it will be fairer for our grandchildren than it is for us to bear an additional charge for back service. I hope the optimism of the Government is not misplaced, but is it sound finance? That is the question. On the other hand, there is some educational advantage to the teacher in the circumstance that this heavy educational charge is not now being imposed on the tax-payer. The scale of remuneration for teachers now prevailing is quite a new fact in national finance. The country has not yet quite got used to it—there are many who still think it too generous, and would like to see further economies made. The course taken by the Government since it distributes the burden over a number of years, and diminishes the present call upon the tax-payer, is to that extent favourable to the teacher.

In two respects the present Superannuation Bill marks an advance upon previous measures. In the first place it provides for the inclusion of persons connected with the educational profession who were previously excluded. In the second place it is so framed as to facilitate the passage of teachers from one type of school to another, from Scotland to England, and from University to school—which had been obstructed by the operation of the previous Acts. It is all to the good that Directors and Secretaries of Education, Inspectors, and Scottish teachers who have transferred themselves to England, should be eligible for benefits under the new Act. It is also a great advantage to education that the teacher who takes up university work should not forfeit the pension rights which accrue to him in virtue of his school service.

These changes, beneficial in themselves, have been rendered possible by the adoption of the principle of contribution, though that principle has, as teachers will be the first to realize, corresponding drawbacks. In view of the fact that the principle of compensation has been introduced, and that the recommendation to establish a pension fund has not been followed, it is all the more desirable that the teacher should have the security afforded by the Statutory Committee. We gather from the President of the Board that he has an open mind on this subject, and I hope that the Government will be pressed to make a concession. In the course of the second reading debate many suggestions for the enlargement of the scheme were made from the Opposition benches, and more will doubtless be heard in Committee. Lord Eustace Percy indicated that he was prepared, if it were possible to do so, to introduce some relaxation in the requirement of the thirty years qualifying period for pension. He was also pressed from many quarters to enlarge the benefits accorded to the local administrative officers.

On the whole, the Bill received a welcome from the House, and I have very little doubt that with some minor improvements it will be acceptable to those whom it concerns.

EDUCATION IN ARCHITECTURE.

W. EDWARD PALMER.

It is interesting to observe the apparent indifference on the part of the powers that be in questions of educational administration to the value of the study of architecture. From the latter half of the seventeenth century—the age of Wren—and onwards until about the beginning of the nineteenth, any man of culture, or even moderate education, was capable of criticising the merits and faults of the new buildings that were being erected before his eyes. To-day, an acquaintance, be it ever so slight, with every other art is considered an essential in polite conversation.

In schemes of general education, the Arts are, to some extent, graciously patronised; music, for example, is generally taught in schools of a secondary nature—our public schools nearly all have their orchestra and their dramatic society, and produce regularly each year, if not Plautus' "Captivi," "Le Bourgeois Gentilhomme." Drawing, too, is held out as a definite subject by most public examinations; and the history and a definite study of literature has, of course, always been an indispensable subject.

But "the Mistress Art," as architecture has been so happily designated, is left to itself, and treated, if not as a "trade," as a "technical subject."

"Deal worthily with the *History of Architecture* and it is worthy to take its place with the *History of Law* and of *Languages*." So wrote Freeman in 1849, when English architecture was passing into its worst phase of the last thousand years. The remark has been characteristically ignored, and, strangely enough, from about that date, architecture started to decay. One reason for this decay, for this frightful period of *ugliness* in architecture and the allied crafts, is comparatively obvious. Popular interest was no more, except in the restricted paths of almost criminal church "restoration," or the dilettante's dabbling appreciation of Gothic art after the manner of Horace Walpole, resulting in that calamity of architectural calamities which will always be known under the misleading appellation of the "*Gothic Revival*."

Reason how we will, architecture, of all the arts, is the most insistent in its appeal. Everywhere we go in civilized countries, we are besieged with examples of the art—or the lack of it—and the meanest market town, and the dingiest back streets, have a new significance if their history and development are understood. Taste—a dangerous word and a doubtful attribute—is sure, nevertheless, in some measure, to be inevitably acquired by reason of sympathetic study; and it is to be deplored that the guardians of our big towns, borough councillors and the like, are, in nearly every case, so conspicuous by their lack of it.

Beautiful surroundings and beautiful cities we shall never have if ugliness, in the form of buildings, is so allowed to obtrude itself upon us. The mediæval Italians understood well this love of beautiful towns, as also did we when that great tide of the Renaissance first washed our shores; and so great was the popular interest in architecture at that time that ladies of fashion even went as far as to sport petticoats decorated with the Five Orders!

But whether or not we are influenced to any great extent by our material surroundings, we owe it, not only to posterity but to the memory of those who laid out the stately squares of Bath and thought carefully of the beauty of our London buildings, that this fair land of ours should not be defaced by ugly works of man.

Then why is it that the study of such an art is so completely ignored?

Perhaps it is that architecture is considered more a *science* than an *art*; but it is indeed a wonderful combination of the two, capable, in small measure, of being dissociated.

Popular interest in any of the arts is aroused by two distinct influences. Firstly, and by far the most important is the initial introduction in early training when the power of the acquisition of knowledge, if properly fostered, is normally so strong that *any* branch of human knowledge, from marine engineering to philately, may be studied with incredible assiduity. The second influence is that of the Press, which has at last recognized architecture as a living art and a *civic* interest, and discusses and criticizes it to the best of its ability. But if the initial impetus is lacking, I doubt if we should ever get very far in anything. Few men would willingly impose upon themselves the task of learning to read, write, and spell in order that they may eventually—with a maximum amount of that which is called "luck"—become writers; but there *has* been a time in our lives when we had no choice. The primary value of education is, to my mind, what the word itself suggests—a "drawing out" of latent or rather unborn perception and a demonstration of possibilities.

If the history and development of architecture were taught on broad lines, it would not necessarily follow that the schools would be producing nothing but architects or people architecturally inclined. Music has been a recognised feature of higher school training among girls for a long time now, but musicians, as well as architects, are still, at the present time, comparatively rare.

The ultimate effect of a study of the first principles of this great art have, in a small way, been shown; and it would seem in many other ways desirable apart from the lessons of order, observation, and criticism which may be learnt therefrom.

British architecture to-day is in parlous state, and the public are in great measure responsible. An educated public would refuse to allow ugly buildings to be put up, in one way, by refusing to go to a bad architect, or, worse still, by ignoring the existence of the architect altogether and going straight to the speculating builder who, incidentally, often calls himself an architect and surveyor.

A Renaissance, in the broad sense of the word, is needed, and that will only be effected by a new and revived interest in the decaying art. We must look to the schools, into whose hands is put the moulding of the creators of the next generation, for our salvation.

LETTERS TO A YOUNG HEAD MASTER.

SECOND SERIES.

BY T. AND B.

II.—DELEGATION AND PROFESSIONAL UNITY.

DEAR W.,

You said, when you took up your present appointment, that for the first year at least you would lie low. You would carry on, as far as possible, on the lines laid down by your predecessor, and make no substantial changes. You would see a whole year's round and then set about initiating such changes as you decided to be necessary or desirable. That resolve was, in my opinion, a wise one in the circumstances. It was inevitable, of course, that you would wish to make some changes. Whatever the condition of a school, a new head master, if he is any good at all, is bound to have ideas of his own as to the way in which things should be done which differ from those of his predecessor. Your predecessor was, of course, a good head master. But two quotations come into my mind when I think of him. The first is what Bacon said about Cecil: "But if I should praise him with propriety, I should say that he was a fit man to keep things from getting worse, but no very fit man to reduce things to be much better." The second is what the late Professor W. P. Ker said about the college from which he hailed: "Balliol is always known, not for its pride, but for its clear, lucid and just estimate of its own merits." Now that over three terms have passed, and you have had experience of all the activities of the school, you tell me that you have decided to make many alterations, some of far-reaching importance, and you ask my opinion of them.

I have one major criticism to make at the outset. You do not, in my judgment, propose to delegate enough. This is, if you will allow me to say so, the characteristic fault of young, keen, and enthusiastic head masters. They want to run the whole show themselves. *L'école, c'est moi*, is their unavowed motto.

Let me point out the evils of the attempt. You will be overworked. You will be overwhelmed with detail, and have no time, either for making an advance in your own subject, as every teacher ought to do (indeed, you will be hard put to it to prevent retrogression), or to consider great principles. At the least you will lose your freshness—he who deals with boys should himself be a boy to a considerable extent, just as "who drives fat oxen should himself be fat." After a time, you will be so tired by the end of a term that the holidays will merely be a period of recuperation for the next term. Possibly you will have a partial or complete breakdown. I once knew a head master whose nerves got into such a state that he could not face his assembled school. Remember that diseases which come on slowly are also slowly remedied. Even if your health stands the strain, you will have no interests other than school interests, and you will become narrow and lose your sense of proportion. And you won't, you can't, succeed in your attempt. No head master, however versatile and hard-working, can do proper justice to all the departments of a present-day school. Sooner or later you will have to delegate more. Then, if those to

whom you delegate are unaccustomed to organize, to exercise responsibility and to come to sound decisions on the spur of the moment (all of which are largely a matter of practice), the probability is that they will make a hash of things. And that will not be their fault, but yours, because you will have stunted their personality, by treating them more as underlings than as coadjutors.

A wise head master so trains his staff that there are several on it to whom he can, without hesitation, leave the conduct of the school in his own absence. *The indispensable head master is a poor head master.*

Give as many as possible of your staff a job of work to do as far as possible on their own, in which they can express their personality and exercise their responsibility. Interfere as little as possible with them. When they make minor mistakes, as they inevitably will, let them put them right themselves, and do not intervene unless the error is really serious. I admit that this is a hard saying.

I have referred to the danger of losing your sense of proportion. I came across a bad case the other day. The head master of a famous school—I will not particularize further— assembled his whole school, several hundreds of boys, harangued them at length on the iniquity of Oxford trousers, and solemnly declared that any boy who came to school in such garments would be considered by him guilty of a grave offence against school discipline. Selah!

It is this lack of sense of proportion, more than anything else, in my opinion, which makes teachers unpopular. For unpopular we are as we must reluctantly admit. Even in the war, when the teachers who joined up rendered invaluable services, they were often not personally liked. A certain unit, which was composed very largely of teachers, was known as the B.S.M.'s—B standing for the favourite adjective of the fighting forces. A colleague of mine, home on leave from France, got into conversation on the Underground with a brother-Tommy who was wearing the badge and titles of that unit. Since he talked pure Scots, my colleague asked him why he was wearing a flat cap instead of a bonnet. A burst of bitter eloquence followed. "Ma bunnet!" quoth he. "Ye may well speir where ma bunnet is. 'A wis in a guid battalion aince. In the Argyll and Sutherland Hielanders, 'a wis. Then 'a got wundit. An phit did they dae wi' me? They tuk ma bunnet. They tuk ma kult. An' then, to croon a', they pit me in wi' a lot of BLUIDY SCHULE MAISTERS." My colleague said he could merely make inarticulate noises expressive of sympathy and the other emotions which a tragic recital purges. Yours ever, T.

MY DEAR W.,

T. wrote to me privately that, most unwarrantably, my last letter suggests baldness on his part. I have assured him that his hyacinthine curls and my snowy locks are both well known.

You will have noticed long ere this that my admiration for T.'s judgment amounts almost to a misfortune: but in strictest confidence and quite seriously I may say that his present advice on the subject of delegation is in my opinion a very distinct contribution to the wisdom of our profession. A school over-governed is badly governed.

I have been reading Sir Oliver Lodge's wonderful little book on "Ether and Reality," and gather, not being a physicist, that *matter* may be regarded as the *knots* tied in the ether *continuum*. Quite recently I have been consulted on some school domestic troubles in my area and the matters of difficulty have taken a little untying; but in every case it is the head master who does not give his staff professional freedom, whose school is "pot-bound" by his own stupidities, who has staff troubles.

The master-word of education is co-operation. T. shows how this may be attained by internal organization. I suggest it may be extended from one grade of school to another.

Now that the Burnham Award is out of the way and there is a prospect of something like educational peace—if not exactly plenty—for the next six years, we ought all to consider how we may best help each other.

It seems to me that in a very special way it lies within the province of the head master of a secondary school to help his brethren in the elementary schools. In the same way that ideals have come down from the public schools to the municipal secondary schools it is quite likely and highly desirable that association with secondary schools should help the primary school teacher. I think we have all felt of recent years that something more could be done for the boys of the 11—15 stage, whether they were in elementary or central schools. Most of our colleagues believe that the central school is only a *pis aller* for something better, but it is sound professionally to hold that there is too great a tendency to distinguish between the essentials of an elementary and those of a secondary school.

In the secondary school a separate room for separate classes, proper equipment for scientific studies, a full supply of books for each pupil, a good library and adequate playing fields, are all considered now as essential. Is it not true that all these things ought to be regarded as essential in elementary school work? How far a cry is it at present to the time when there shall be for elementary schools as for secondary a separate room for each separate class? Why should not the elementary school boy have playing fields like his better-off brother? Most important of all, why should the elementary pupil not have a proper supply of books for his use? England is the worst country in the world in this respect at the present moment. Although it is difficult to generalize about America it is on the whole fair to say in America, that while education is free in the State schools, both elementary and high, each pupil is expected to buy the books on the official book list issued by the School Board. There is also a fund from which grants can be obtained for the purchase of books where parents are unable to do this for themselves. In fact, the school book in the home in America is the means by which the foreign immigrant readily becomes

Americanized. In Scotland, books are given or lent, and the same holds good in France, in Germany, and in Switzerland. I think we could help a good deal by insisting on all possible occasions on a better treatment of children in the elementary schools. For one thing, our pupils are now becoming teachers in these schools, and they are aghast at the difference in the working between the two sets of schools. Elementary and secondary teachers are being trained side by side in the same training colleges and both are securing diplomas in teaching, and the essentials of the art of teaching are, no doubt, the same whatever grade of pupil is taught; but to carry on the work of teaching in a school that has no proper supply of books for the individual use of the pupil implies that the work of teaching becomes mainly talking. At present the pupils in the elementary school are not trained sufficiently to think out things for themselves, to read things for themselves, or to use books of reference like atlases and dictionaries, and the fault is not the fault of the teacher but is due to the lack of equipment and, if one may say so, the lack of help from the secondary side to get this evil state of things mended. We must all be quite disagreeable about it.

Let us remember the story of the Bishop of the Cannibal Islands. His mother in tears said to the Bishop, "I suppose they will eat you, my dear. I try to think otherwise, but I suppose they will. We must leave it in the hands of Providence, but if they do eat you, mind, my dear, to disagree with them."

Yours, B.

GLEANINGS.

From "Howson of Holt." By J. H. Simpson (*Sidgwick and Jackson*).

On the whole it may be said that Howson was not really interested in the purely academic side of school work. He distrusted the merely "clever" boy, and he detested anything approaching pedantry. When he went to Holt, he had certain convictions about what a curriculum should be, and these he immediately put into practice. French was to be taught, so far as was possible, by conversation, there was to be plenty of mathematics and natural science, in the form of physics and chemistry, and the classics were to be kept in the background. For the time being he seems to have been fairly content with that, and in 1908 the curriculum of the school was still badly lopsided. The humanities were relatively neglected, and later reforms, remedying this fault, were made principally on the initiative of his colleagues. Howson himself was not a widely read man, and his attitude to the literary side of education was sometimes rather trying. "Biography," I heard him once remark to an astonished man of letters, who was visiting the school, "why, that is almost as dull as history!" A strange judgment to be passed by one who was so intensely interested in his living fellow men! By removing, or subordinating, the teaching of Greek and Latin he believed that he had freed his boys from a great incubus.

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.

VIII.—THE UNION.

BY I. O. T. RHYS, *President, University of London Union Society.*

What is the object of a University education?

This question is frequently asked by those who have not had the privilege of studying at a University, and it is also a question which every student should ask himself when he first comes up to College. Considering the specialized work which a student does for a particular degree, where his studies are often confined to one or two subjects, it must be obvious that, in pursuing his university course, he is not necessarily being educated in the true sense of the word. I should say that the true aim of education is to develop in the student a true sense of proportion and to enable him to live so as to render the greatest possible benefit both to himself and to his fellow men. The ability to come to a rapid and decisive conclusion upon important points, the power of clear and concise self-expression both in speaking and in writing—these qualities also should be the outcome of a University education.

These remarks may sound trite and commonplace, but it is surprising to find that there are in London a very large number of students who take no interest whatever in their College or University outside their academic work. Many London students living, as most of them do, at home, regard their college as a kind of superior secondary school, and they go there to attend lectures, while at the same time they keep up all their social activities connected with their home life. No man can live at the same time his University and his home life and reap the full benefits of both. One is bound to suffer and usually it is the University, which does not receive the full support it deserves and ought to have. The student is at the University for three or four years and is offered unparalleled opportunities for self-development, opportunities of which he ought to take the fullest advantage. And this he cannot do unless he grasps the full significance of his University and takes his full share in its academic, athletic, and social activities.

The academic teaching does not supply, and does not, I believe, set out to supply, all the needs of the student. After all he is no longer at school and the responsibility for his education is his own and does not rightly belong to his teachers. But the college as a whole offers ample opportunities to satisfy all those needs and the student, if he wishes to make himself truly self-reliant, must take full advantage of those opportunities. His work develops his mind, his athletics develop his body, and the constant interchange of ideas with men of other opinions helps to mould his character. Since, therefore, the academic work supplies only part of the needs of education, the initiative for the organization of the other essential parts must come from the students themselves. All the colleges have their own Union Societies and innumerable smaller and more specialized organizations which arrange the athletic and social activities of the college. These form the complement to the teaching side of the University and together they furnish the means of true education.

There is one question which is bound to come before the student at London University, and that is "Where does he owe his first allegiance?" Is it to his college, or to his University, of which his college is but a part? In other words, is London University a living entity, or merely an artificial federation of independent colleges linked up by academic ties. Some students believed that there is a spirit of corporate unity in London, and out of this belief arose the foundation of the University Union. It was during the Session 1920-1 that several students met together and decided to form a society which should be open to all matriculated men or women who were pursuing or who had in the past pursued a course of study for some higher examination of the university. The Union was intended to be a centre where men and women from all the different colleges, of which there are some thirty-six, could meet as members of the same society. Moreover, the Union is available for students who have gone down and who still wish to keep in touch with university affairs. External students of the University are eligible for membership and are thus given an opportunity of getting into closer contact with the internal side.

It can be truly said that the Union is the real embodiment of the spirit of unity. There are many university societies in existence which are largely federal bodies, whose members belong in virtue of their membership of a corresponding but smaller college organization. The Union, which has no connection with one specified branch of study, wishes all these societies to look upon it as their natural meeting place for all their functions, believing that by this means greater unity will in time be given to all student activities. We can make the proud boast that the Union was formed by students themselves, and recognized by the Senate after formation, and did not derive its initiative from any higher body. The university authorities have continually helped the Union in many ways, particularly by generous grants of money, but these sums have in every case been put into capital expenditure, while the organization of the society has been carried on by members' subscriptions.

The two main aims of the Union are to provide a debating centre for the University and a social club for its members. In the past debates have, with one exception, been thrown open to all students of the University, whether members of the Union or not. Generally two distinguished visitors are invited to take part in the debate, thus bringing expert knowledge to the discussion. At these meetings a great variety of subjects are discussed from every point of view, and the members of the House are given an excellent opportunity not only of stating their own opinions, but also of hearing and appreciating the point of view of others. One might almost say that debating is the prime function of the Union, and London, more than any other University, has the chance of having as its visitors the most distinguished men and women in the political and literary worlds.

With regard to club facilities, the Union has a good deal to offer, but is rather hampered at present by lack of room in the temporary premises. However, the three lounges are comfortably furnished and arrangements are made for the serving of teas and light refreshments.

The difficulties under which the Union is at present labouring are considerable, and there are two main obstacles to its full development. In the first place, many men cannot see the use for a central organization at all, since each college is able to supply all the wants of its students. But if London is to take its proper place in regard to the other universities of the country, there must be some society which is capable of being at least representative of all the elements contained within it. It has often been argued that that object could be obtained by a Students' Representative Council, of which all students would be members, and of which the organization would be on a federal basis. That would possibly give administrative unity, but it could never really be a living concern. By the individual membership, the Union has as members all those who really believe in its aims, and who are willing to take an active share in its functions. It is not true to say that the Union is trying to usurp the functions of college organizations. In the first place the Union takes no part in the organization of athletics. Further, as a club it fulfils quite a different purpose from the College Common Rooms, and the debating fixtures, far from being the rivals of the college activities in this direction, can well be considered as supplementary.

The scattered nature of the University is also somewhat of a bar to the development of the Union. In fact, it is for some students quite impossible to make use of it as a club while they are at college, owing to the loss of time involved in going to and fro. However, we wish them to remember, especially those who, after going down from college, obtain posts in London, that the Union is the best club for them to join, since, after all, it maintains interests akin to their own. It is a fact that the consolidation of the University in one particular quarter of London would bring an increase of membership for the Union, but students of the colleges far away from Bloomsbury might well realise the advantages it has to offer them after they have left college.

Naturally the greatest aim of the future is a permanent building—a place where students could not only hear debates and drink tea, but also work if necessary, a building which would provide sleeping accommodation for those who found themselves forced to spend the night in town, and where meals would be provided at all times of the day, a worthy centre for all student activities of a University interest, and a club in keeping with the standing of London University. In fact, we consider that the time has come when the Union should be recognized as an integral part of the University and that it should, when sufficiently representative of student opinion, have some say on the bodies which control the University. There are many improvements necessary in matters which affect students, as for example the choice of the places where examinations are held, and the hostel accommodation. But the Union will only become really representative when the students learn, firstly, to give of their best to their University; secondly, to look upon education as something more than academic learning; and, finally, to regard London as a whole and not one particular college as the real University entity.

LONDON TO PARIS BY AIR.

BY LORD GORELL.

I.

The droning roar is quickened, and we lift
On steady wing, like upward sweep of air,
Into the fleece-strewn heaven. The great plane
Draws to herself the leagues: onward we bear
In one resistless eddy towards the south,
Over the English fields, trim-hedged and square,
And countless, winding lanes, a vast expanse
Of flattened green: a huge shape of shadow float
Inconsequent as bubbles: haunts of men
Stripped of their cherished privacy we note
And crawling multitudes within a town—
On all we rangers of the wind look down.

II.

The coast-line swings to us: beneath our feet
The gray-green carpet of the sliding sea
Stretches afar, on it small, busy ships
Whose comet-tails in foamy whiteness flee:
We lift, and snowy cloudlets roam below,
Frail, wistful spirits of pure charity
Blessing the waters: like green marble veined
The waves roll in upon the yellowing sand,
Then break to myriad, filmy curves of lace
Where they eternally caress the land:
Now low lies France—the kingdom of the breeze
Parts not the nations like the severing seas.

III.

Down the wide river, jauntily outspread,
A fishing fleet comes seaward, to our eyes
Mere walnut shells with autumn leaves for sails:
And now a fellow-pilgrim of the skies,
Like a big insect droning past our flank,
Cruises to England home: before us lies
The rolling plain with its great, hedgeless strips
Of close-tilled fields, red roofs, and pointed trees,
The feathered arrows of the long French roads,
And all the stretch of quiet harmonies:
Then haven shows, and downward to earth's breast,
Like homing bird, we wheel and sink to rest.

OUTLINES OF QUALITATIVE CHEMICAL ANALYSIS: by Frank Austin Gooch and Philip Embury Browning. (London: Chapman and Hall, Ltd., 1924. Pp. vi. + 178. 7s. 6d. net.)

There is very little which calls for comment in this, the fifth edition, of a well-known textbook on qualitative analysis. The introductory chapter on the principles of analysis has been rewritten, using, as basis, the law of mass action and the Ionic theory; only 12 pages are occupied by this chapter, and the treatment seems too condensed for the student to follow unless further explanations are given in class. At times one is pulled up abruptly by such formulæ as $\text{Fe}_2\text{C}_2\text{N}_3$, $\text{Fe}_4\text{Fe}_3\text{C}_3\text{N}_{12}$, etc., instead of $\text{Fe}(\text{SCN})_3$, $\text{Fe}(\text{FeC}_4\text{N}_6)_3$, etc. BaN_2O_6 might just as well be written for $\text{Ba}(\text{NO}_2)_2$, but one never thinks of doing it.

At the end of each section is an "experimental review" of the important reactions dealt with therein, the student being required to construct the equations, except in complicated cases. The commentaries given on the various group separations are well done.

T.S.P.



DRAWINGS OF SIMPLE SIMON.

The drawings reproduced above were submitted in our February Competition for competitors under 16.

"MY BOOKS."

By W.M.N.

The following essay was written as a class exercise by a boy in a north-country secondary school.

Imagination was the guide of my early reading. When I found a book which told of strange lands and strange adventures in an inspiring fashion I could read it many times with increasing pleasure.

I was seven years old when I read "Robinson Crusoe." Hitherto I had only read short fairy tales, of which I vividly remember "The Enchanted Horse," and how I was entranced with the possibilities of being able to move anywhere in a trice. "Robinson Crusoe" was in a full edition with many pictures. I was looking at these one day when my eldest brother, thinking I was reading it, told me that the book was far too "old" and difficult for me. The unconscious superiority of his tone roused me and I read my first long book in less than a fortnight, constantly thinking on the delights of a desert isle.

Charles Kingsley's "Heroes" I read and re-read until the most imaginative passages were known by heart. The heroism of the Argonauts, the sad genius of Orpheus, lived again in my mind. Curiously enough, I also read Rider Haggard's "Allan Quatermain" in the same spirit. The adventures of the party in the underground river, the last race and fight of Umslopogaas awakened in me similar feelings as did the old Greeks.

I cannot remember having had any difficulties over even the longest word. Almost intuitively I seized the meaning, if not the pronunciation, because I read with all my spirit in the tale. I never referred to a dictionary, but I soon found that few books presented any difficulties. I found Sir Walter Scott's style difficult because of its kinship to the eighteenth century. "The Talisman" and "The Fortunes of Nigel" were my favourites, though "Ivanhoe" and "Quentin Durward" were also delightful to me. Scott's chief failing was the insipidity of the hero, for I always read a book placing myself in the position of the hero, and frequently persuading myself that he was a fool and that I would have acted much better in his position!

Soon I plunged into a public library, reading greedily. I read most of Jules Verne, almost all Ballantyne (I could never read Henty), and particularly school tales by Talbot Baines Reed ("Cock-house at Felsgarth," "My Friend Smith," etc.). I read Dean Farrar's tales of school life, but had an uneasy feeling that they were written for my moral betterment, indeed, "Eric: or, Little by Little," where the hero goes from bad to worse, roused my laughter because of its sentimentalism. I could read an average school-tale in an evening, so that I have thankfully forgotten most of my worthless reading.

After a glut of school tales I began to read travel books, especially on Africa, for the dark mysteries of its tribes and animals entranced me. At that time (age 12) I knew the correct bore of gun for an elephant, and all about African travel arrangements, tribal customs, and I could even count in Swahili!

These crazes for a certain type of book would last for a few months only. I had a craze for sea books, read Conrad, Dana, Russell, Jack London, and many others. Then I could read nothing but historical novels—Dumas by the score, Weyman, and others.

All this reading was more or less useless. But I also read Scott and Dickens, Thackeray and Shakespeare. This was because nobody told me "I ought to read them," and they had never become portentous in my eyes. Indeed, I often read them in a very critical, almost iconoclastic spirit, simply because my reading and opinions were entirely formed by my own judgment.

I think poetry had the most potent influence. To this day it remains my favourite reading. A copy of Palgrave's "Golden Treasury" came into my hands. I read the poems over and over again until many I knew by heart.

Arnold and Browning were also late discoveries. Burns I never liked very much, though Scott's battle pieces were my delight. Tennyson's word-music intrigued me. My taste has changed to Shelley, Keats, Coleridge, Wordsworth, and Byron.

In drama, Shakespeare has always been the alpha and omega to me. I have read "Saint Joan," "Hassan," some of Shakespeare's contemporaries, and also Goldsmith and Sheridan, besides some French plays.

I have read very little modern writing except Kipling, Stevenson, and Conrad, for latterly the whole sweep of French literature has opened gradually for me—though, mainly, of the Romantic Period. French verse seems to me to be inferior to English, though the French short story has few challengers in England.

I have read no German, but have read some Latin—several books of Vergil, Horace, Livy, Cæsar, and Cicero, and a book of Tacitus.

At one time I constantly read science books, but the interest has largely waned. Some traces, however, remain, for I am proud to know the chief constellations and trees, thanks to my plunges into astronomy and botany.

Political economy, theology, and kindred subjects have never had any attractions for me. Philosophy is very difficult, having so many contradictory exponents, who only create doubt and confusion. It would appear that the best philosophy is—to have none.

History fascinated me at first, through the medium of the historical novel. Very few history books are written in an interesting manner. Macaulay, Motley, Gibbon, Green, and Ramsay Muir are a forlorn group among the pedants and mediocrities. History without imagination can only be dead—and dry.

I have always found that the best books, like the best music, never pall on re-reading. Poetry is unchallengeable in this respect, though plays and essays are almost as good.

There are many hideous gaps in my reading. I have never read the "Pilgrim's Progress" nor the "Compleat Angler"; I have never read Hardy, nor Sterne, nor Ruskin. I have left "Hamlet" and "King Lear" until I am old enough to read them with pleasure.

After all, the best library contains not the most, but the best books. The leaders of the mind have bequeathed to us a pure and gentle pleasure, like those of nature and music, that simplicity can enjoy, that the poorest can afford, that only fools ignore.

PALESTRINA AND GIBBONS.

BY REGINALD TANSLEY.

Mr. Reginald Tansley is the Conductor of the Elizabethan Singers, a small company who devote themselves to madrigals, motets, and other music of the Tudor period. He is a former student at the Royal College of Music.

Exactly four hundred years ago, in a little town not far from Rome, a child was born who was destined to become one of the greatest of the musicians in the Roman Catholic Church. He was baptized as Giovanni Pierluigi Sante da Palestrina, but he is universally known by the name of Palestrina, from his native town in the Campagna. Three hundred years ago—on June 6th, to be exact—there died at Canterbury Orlando Gibbons, the last and, in some respects, one of the most notable composers whose works have made the reign of Queen Elizabeth so musically famous.

Save for one incident in the life of Palestrina, the careers of both men were entirely devoid of dramatic happenings. Their work was their life, and their life was their work, and from beginning to end they devoted themselves to the development of their art with that unswerving singleness of purpose which is one of the essentials of all enduring music.

Nearly all the sacred music of that day, and invariably the Mass, was written in counterpoint; that is, it was made by the skilful interweaving of various strands of melody, a kind of tapestry of sound, as against the more or less "up and down" perpendicular harmonic basis of later days. So abundantly does the art of counterpoint offer opportunities for complicated writing that many of the composers of Palestrina's day—and there were very few who were not in the service of the Church—were led into making the music of the Mass a vehicle for the display of mere scientific skill, to the almost entire loss of the real devotional feeling which should have been its chief characteristic. Frequently, again, the various movements of the Mass were drawn out at too great a length, for composers became so immersed in the purely mechanical side of what they were writing that they forgot the real end for which they were composing their music. The continuity of the service was help up and largely destroyed, in order that the composer might have time to work out his scientific musical puzzles. There was also another factor which had the most disconcerting effect upon the service. A favourite practice of the writers of music for the Mass was to take a well-known "plain song" melody (typical examples are the "Vexilla Regis" and "Aeterna Christi Munera" in the English Church Hymnal), and make it the basis of the various movements of the Mass, writing elaborate melodies round it, and treating it in various ingenious ways. But sometimes a tune which was not sacred was used in the same way, a great favourite being "L'Homme Armée," and when it was recognised by the congregation the secular associations connected with the words would be at once called to mind.

This answered fairly well in the case of a melody attached to thoughtful and noble words, but when, as frequently became the case, composers used popular and often frivolous tunes as their musical "foundation," a very discreditable state of affairs was brought about. It was even said that some of the congregation, on recognizing such a tune in the Mass, would start humming

it, and also the secular words with which it was originally associated.

There were other matters also urgently calling for attention, and, finally, it was decided to have the whole question thrashed out at one of the great Church Councils held in 1565, and failing a satisfactory solution, to do away with all elaborate Church music altogether, and replace it by nothing but the simplest and severest of "plain song."

Palestrina had, in his early days, been somewhat subject to the prevailing craze for musical ingenuity, but as he progressed, he got rid of this unsatisfactory influence, and by the time of the events already mentioned, had gained a great and steadily growing reputation for high purpose and earnest devotion. Almost as a last resource, it was decided to call him in to write a Mass which should embody the points which were felt necessary in order to save the situation. So as not to leave the matter to one effort, he wrote three Masses, which were sung in the Vatican in 1565, and caused an immense outburst of enthusiasm, astonishment, and delight among all who had at heart the cause of true and artistic Church music. The most beautiful of the three Masses is that called "Missa Papæ Marcelli," and it is generally conceded that Palestrina never did anything better than this throughout his long and musically prolific career, which came to an end in 1594.

The life of Orlando Gibbons was, like that of so many great musicians, entirely devoid of any dramatic incident. He came to London from Cambridge in 1598, when he was fifteen years of age; was appointed organist of the Chapel Royal when he was 21, and of Westminster Abbey twenty years later, and died suddenly at Canterbury on June 6th, 1625.

This is not the place for attempting to discuss the relative merits of the two composers. Palestrina lived at the height of the "golden age of choral music," and his music, almost entirely sacred, and invariably for unaccompanied voices, represents the supremest achievement of human art in that particular line. It is, pre-eminently, singers' music, and it is only when we come to study and know it that its wonderful clarity and amazing skill become evident. Gibbons wrote nothing like so much as Palestrina, but he was, perhaps, the more universal musician. He was a skilled performer on the "Virginals," and wrote a large quantity of music for it and other instruments, as well as numerous anthems for unaccompanied voices, and one set of madrigals. His music does not make an instant appeal, but its apparent severity and coldness only needs to be penetrated for its intense depth of feeling and earnestness of purpose to become known and ultimately loved. To listen understandingly to "The Silver Swan," "What is our Life?" and "Hosanna to the Son of David," and the Sanctus and Agnus Dei from the "Missa Papæ Marcelli"—to mention no other works—is indeed an uplifting experience.

ART.

BY RUPERT LEE.

The Royal Academy.

At the Royal Academy Banquet, Mr. Baldwin referred to certain people who desired to make a clean sweep of that royal institution. I have heard talk of these iconoclasts, but I suspect they are on the borders of mythology, for I have seen none. If the question arises, however, at least it deserves discussion. Are we justified in retaining the Royal Academy, that social and semi-commercial institution which seeks to associate Art and Public Taste. The artist's point of view is a simple matter and to him so obvious that he would hardly think it necessary to explain. He might point to the M.G.C. memorial, he might refer to the President who is ignorant enough to think that the compressible part of a woman's body, between the ribs and the hip bones, is a happy region around which to tighten a waistbelt; he might refer to the fact that Academy sculptors think nothing of fitting a head taken from one model to a body taken from another, or to a hundred other similar facts equally incredible. But were the whole of the Academicians to be swept away we should still have to consider who would fill the gaps. There are certainly not enough painters and sculptors of greater imagination to fill the galleries of Burlington House, unless the show became an international one in which the great artists of every country were invited to exhibit. As a reciprocal scheme the idea is not without possibilities, and I hope it will one day receive serious consideration from art lovers of all countries, but it would hardly please at the moment that great body of the British Public to whom the Academy rightly belongs. I must confess ignorance of the financial affairs of this body. I have called it commercial because most of the exhibitors obviously regard it as a market, but it is hard to believe that it is a "going concern." In such societies as the New English Art Club, or the London Group, where the whole of the financial support comes from membership subscriptions, sales and gate money, the whole administration is internal. If this state of affairs does not obtain at the Royal Academy then it is, at least morally, the property of the general public, and the general public only is entitled to decree that sweeping away which, Mr. Baldwin asserts, "certain people" have suggested.

It is very unlikely and, I should say, very undesirable. Those few certain people find it very easy to keep out, and to the general public the Academy is a function and an entertainment of which they would be loth to be deprived. To them the Academy is the theatre of the graphic arts, almost the music hall. "The highest art is to conceal art" is a motto instinct with popular affection. The public does not mind a few serious plays, experiments so to speak, but it goes to the theatre principally to be entertained and it goes to the Academy for the same reason.

LATIN PROSE: Bradshaw and Phillips. (Longmans, Green and Co. 3s. 6d.)

This book is intended chiefly as a preparation for the school certificate. The authors have concentrated on essentials, the simple constructions being explained briefly and lucidly. The proses and exercises present a good variety of searching tests. Some help from the teacher will be necessary occasionally.

W.M.N.

MUSIC IN SCHOOLS.

BY J. T. BAVIN.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

NOTES ON THE RECORD (Nursery Rhymes, Col. 3331).

(Continued.)

8. There was a Jolly Miller. Slower pace—a slow march. Begins on me lah (the minor scale). The little bit of tune, descending steps, in the accompaniment, at the end of the first line. More than one voice (a chorus) in the last line. Ends with the same bit of tune that it begins with. First, second, and fourth lines all have the same bit of tune. Longs and shorts: what does the band play while we hold the long at "Dœ"? Lies below and above the final (lah), chiefly above.
9. Little Bo-Peep. Lively and fast. Band and high voice. Sheep baa-ing with the singing. The two halves of the third line consist of the same bit of tune repeated at another pitch (later on this will serve to illustrate a sequence). Longs and shorts and threes. Begins d.r.m.f.s. Lies above home-note.
10. Jack and Jill. Same pace. High voice and low voice. Upstairs (above d') going up the hill, and downstairs, "tumbling" to final (d'): the two halves end respectively on d' and d. Longs and shorts.
11. Dance a Baby. A trifle slower. Begins d.s. Above final. Longs and shorts. Sequence in third line.
12. Baa-baa Black Sheep. A little faster. Sheep baa-ing with singing, the twanging of the violin strings at "Yes, sir, yes sir," through being plucked with the fingers instead of using the bow. (In time this will serve to introduce the word "pizzicato"). Begins d.s. Lies above d. Second and third lines a sequence. Wholes and halves and twos (taa, ta-te, and taa-aa).
13. Ding Dong Bell. Cat mewing. Getting slower at end. Begins d.s.d., lies chiefly above d. Similarities in many bits of the tune. Wholes, halves, twos: threes on the word "in" at the end.
14. Tom, Tom. Lies each side of d. All lines end with a similar little downward jump. Wholes, halves and quarters: varied by a quick jerky tap near the beginning (a dotted note).
15. Where are you going to. A little slower, slackens at end. Flute runs at "Sir, she said." Sequences at lines one and two, and again at "Sir, she said." (Let the children extend the latter two steps higher still.) There is only one sound below the final (d): where is it? Longs and shorts and threes.

All these tunes are useful for early training in observation, expression, changes of pace, listening, memory, ear, rhythm, time, and time names, tonality, sol-fa names, melody making, and construction.

SCHOOLCRAFT.

A PRACTICAL MODERN LANGUAGE EXPERIMENT.

By M. L. S.

A long cherished plan of taking some of the elder girls of the school to spend a term in French Switzerland was carried out last summer. The many lions in the way had been conquered, and in the middle of April a radiant party of fifteen schoolgirls met at Victoria Station to set forth on their first experience of foreign travel.

Two nights were spent in Paris, so that a whole day could be given to sight-seeing. The girls had been prepared for this by the reading of French books on Paris and studying some of the chief glories of the Louvre. The day was spent in driving round to all the principal sights. Paris was in her most charming mood, and the girls fell at once under her spell.

The journey from Paris to Switzerland was full of interest to these untried and eager travellers, and the first sight of the snowy Alps, all rosy in the sunset, was one of the supreme moments of their lives. It was a very happy party that emerged from the train late that evening, at the little station of C——, above the Lake of Geneva.

From that moment French became the order of the day. My assistant mistress, a charming and voluble lady from Geneva, knew no word of English, and from the very beginning she spared no pains to make her new English pupils fluent in her own language.

Our villa—the result of long searching during the previous summer holidays—was most pleasantly situated in a park-like enclosure, guarded by a concierge. On the one side was the Lake of Geneva with the mountains of Savoy in the distance, and on the other the flowery slopes leading to height beyond height. We had reason to be well pleased with our position near two important little towns, close to the lake, trams, shops, tennis, and within reach of some of the most beautiful excursions in Switzerland. We also had the great advantage of kind and pleasant neighbours, guiltless of any knowledge of the English tongue.

With some difficulty I secured satisfactory maids, though the first day we had to go for a picnic for lack of a cook. Then, after two days of a very grumpy one, I had the good fortune to find a treasure—a regular Cordon Bleu—who cooked the most delicious meals, and was a great help and stand-by. She was rather fearsome, and I was always in terror lest she should leave suddenly owing to the scarcity of what she considered necessary cooking implements. Fortunately, she “took to us,” and remained steadfast to the end of our stay.

Our little *femme de chambre*, if not highly efficient, was full of good intentions, and was always a very zealous attendant.

The main object of our stay in Switzerland was the study of French, and I tried to make our surroundings as French as possible. Most of the girls had already acquired a very fair theoretical knowledge of the language and had had a certain amount of practice in talking. Now we were going to try the “intensive system,” and, with the exception of two or three hours a week given to preparing “correspondence” work to be sent home for correction, all the classes were in French. To lessen the strain I allowed them to speak English in their bedrooms, but, apart from this, all conversation

had to be carried on in French. Their efforts at talking met with great encouragement on all sides, and when once I had impressed on the tradespeople that the notice “English spoken here” was no enticement to enter, the shopping excursions were interesting, amusing, and profitable from a language point of view.

The daily routine was as follows: After *petit déjeuner*, a walk by the lake accompanied by much lively conversation with Mlle. G. Then prayers in The Salon—a *cantique*, Bible reading, and *l'Oraison Dominicale*. Lessons followed—generally in the garden when our amiable landlord had placed a large green table for our use. Studies were from time to time interrupted by the passage of the *boulangier* or *boucher*, who always stopped in friendly fashion to pass the time of day. Thus did these personages—no longer figments of a French exercise—step into the realities of everyday life. Another interruption used at first to come in the shape of *le petit garçon du voisin*, for whom *les demoiselles anglaises* appeared to be a constant source of wonder and interest.

The afternoons were spent in tennis and preparation until time for four o'clock tea in the garden. When the weather got really warm there was bathing in the lake, a joyous proceeding. After tea came a walk in the lovely surroundings. In May or June the high meadows were white with narcissus and blue with gentian, and lilies of the valley were to be found on the other side of the lake. The day generally ended happily with a stroll by the lake to watch the wonderful sunset glow. In bad weather we assembled with our needlework in the Salon, and Mlle. G—— read aloud from an interesting French book. This was the general routine, but it was diversified in many pleasant ways. There were shopping expeditions, sketching classes in lovely places, music lessons with a French Professeur de Piano, and classes in French history and zoology with a neighbouring *institutrice*. At least once a week we made a long excursion by boat, train, or motor (or all three combined) to some place of special beauty or interest. Our first motor tour to Gruyère with its enchanting château and old-world street was an epoch-making one, and the girls were thrilled with delight as the coach wended its way up the mountains through scenery which surpassed their liveliest expectations. Cameras played a great part in the pleasure of our whole stay, and I was surprised and pleased to see what artistic and interesting results were obtained.

Our village was an excellent centre, with every means of transport close at hand. Among the places visited were Lausanne and Geneva, with their literary and historical associations; Les Avants and Sonloup, all white with narcissus; Caux and Villars, the great winter sports centres; Bouveret and St. Gingolph—the French frontier, Vevey, Mont Pelerin and Glion. In the Glion funicular we came across Mrs. Alec Tweedie, who showed great interest in the girls and expressed much admiration of my “courage” in bringing them so far from home!

La Fête des Narcisses at Montreux was a great experience! We hired a balcony and had a splendid view of the wonderful carnival procession and the famous

Russian ballet. The Battle of Flowers and the evening illuminations that followed all contributed to the enjoyment of a perfect day.

On Sunday mornings we attended the little French church, where we heard clever and thoughtful sermons worthy of a more critical audience. Wherever we went people made us welcome. A girls' school in uniform is an unusual sight in those parts, and we attracted much attention when we took our walks abroad. Our style and discipline were much admired, and I hear that we gained the reputation of *un pensionnat très chic!* Certainly the girls made an excellent impression wherever they went, so we feel that, in a small way, we may have done something towards cementing the bonds of national good feeling.

The crowning joy of the term was an expedition lasting four days to the Bernese Oberland for all those who had special permission from home. We went by way of Château d'Or and the M.O.B. Railway to Spiez, Thun, Interlaken, Grindelwald, Lauterbrunnen, Wengen, the Lake of Brienz, and Giessbach, and returned via the Brunig Pass, Lucerne, and Bern. It was a "Lightning Tour" worthy of our American friends, and a little exhausting from some points of view, but for the girls these were indeed "crowded hours of glorious life." We had wonderful luck: trains and boats fitted in in the most amiable way; the snow mountains were at their most dazzlingly beautiful, and the waterfalls at their most watery; the sunsets left behind the real Alpenglow, and moonlight flooded the scene at night. Really Switzerland was almost too excitingly lovely! "If only all the rest of the school could be here!" said the girls. "These have been the most wonderful days of our lives."

All too quickly the term passed away, and mingled with the exciting prospect of home was the sadness of farewell. To leave the mountains and the lake—*our* mountains and *our* lake—was not easy, and the journey across France in the middle of a heat wave offered no attractions. We got through, however, without mishap, spending a night in Paris on the eve of the 14th July.

Exquisite was my sense of freedom when, having safely delivered up my charges to the friends and relations eagerly awaiting them at Victoria, I drove away to spend a little holiday in town, realizing that for the next few days, at least, I need be responsible for no one but myself. It was delightful to feel that the experiment was safely over, and that it had been successful beyond our expectations. Apart from the obvious advantages of learning to understand and speak another language, there were gains of a more subtle kind which the girls themselves seemed fully to appreciate. They had gained a wider view of life, had learned respect for foreign people and customs, and come to realize that insularity and patriotism are not the same thing. Their power of appreciating beauty had increased, and I was glad to find that, on their return, the gentle charm of the English countryside appealed to them as much in its own way as the more spectacular beauties of Switzerland.

There had been difficulties and inconveniences from my point of view, but these were as nothing compared with the privilege of giving to these girls, at their most impressionable age, the memory of a happy adventure which will dwell with them to their lives' end.

PLAY VERSUS WORK.

By N. RILEY.

We hear much nowadays of education "play-ways." Many older teachers think we hear too much of these experiments, but we are not prepared to allow that, although as we explore "easier," more attractive paths with the children, we are halted by a notice that forbids trespassing. Our road is barred. We find those in authority issuing a circular which depreciates the value of games in the school time-table. This circular applies more particularly to the primary school, and lays it down that by far the greater proportion of time allotted to the physical development of the child shall be occupied in drill and formal exercises. A hundred minutes, at least, out of a total allowance of one hundred and sixty minutes per week are to be given to this drill. The State evidently supposes that the body, the growing body, is almost negligible. The fiat has gone forth, and we are to obey until such time as we are able to effect an improvement in the attitude of our administrators.

Why should games be considered so important in the education of secondary schools—as they most obviously are—and yet be discouraged in the lower grades? Let us not forget that the majority of our youth still finish their schooling (in the ordinary sense of the word) when they attain school maturity in our elementary schools. They never go to any "higher" institution—a fact often ignored in practical management. Continuation classes do not meet the difficulty.

A boy's religion—rather a fine thing in its way—is learnt and practised in his games and sports; natural development through natural activities; never in the set drill lesson, which is, in its moral effects, indistinguishable from other parts of the curriculum. To the child, games and drill have hardly any approach to likeness. We urge, with Spencer, that drill is better than nothing, and for our opportunities and powers here we are thankful; but this artificial expedient can never take the place of spontaneous play, whether organized, as a game, or unorganized, as romping. Drill is a useful adjunct to the natural exertions the body craves for, nothing more. It should be patent to all, English folk in particular, that this argument is of force. If the boy is to become a man, he must be religious, not in any cramped sectarian sense, but in the full spiritual meaning of the word. His religion, at this stage, is largely physical.

For the Primary School child, we strongly hold that apart from the spiritual aspect, he learns more and learns better from his games than from the fixed school lessons of the week. The qualities of character are what we are presumed to be developing, the qualities that will make him in after-life; or mar him, if wanting. Mere knowledge capacity is a very cheap thing.

ILLUSTRATIONS OF ENGLISH SYNONYMS: by M. A. Pink.
(Routledge. 3s. 6d. net.)

The sentences in this book are given in alphabetical order under the synonyms which they illustrate. No attempt is made to draw distinctions, but the numerous examples (mainly from modern authors) are at once helpful and suggestive. The sentences define exhaustively all non-technical synonyms. A notable feature is the help given in the use of correct prepositions in such phrases as "defective *in*," "divest *of*," etc. Such a book will help all who wish to write correct *modern* English.

W.M.N.

AN EXPERIMENT IN CHILDREN'S VERSE.

By F. M. W.

It has lately been the good fortune of the writer of this article to assist at a very interesting course of lessons in verse-making, given to a class of girls averaging thirteen years of age. The lessons were a source of real joy, not only to the children—whose youthful souls respond so quickly to the magic touch of the true teacher—but also to the writer who, after years of teaching and training and training to teach, was caught up on the wave of enthusiasm which swept over the class, and found herself as eager as they were to supply the apt word, the sympathetic thought, the harmonious rhythm. The gifted young teacher held her class spell-bound, not so much by her own personality as by the charm and interest of the verse-making. It was the class who were the verse-makers, not the teacher; herein perchance lay the secret of the enthusiasm and interest evoked. Herein, too, was seen the confirmation of Rousseau's statement: "The best teacher is the one who does not teach." The writer feels she would like to share with the readers of the EDUCATION OUTLOOK her own inspiring and refreshing experience.

The *first lesson* of the course dealt with the differences between prose and poetry, the beauty of rhythm and order in thought expression, the musical effect of rhyme. This was deduced from a consideration of rhythm in nature; the regular succession of day and night, dawn and dusk, sunrise and sunset; the coming and passing of the seasons; the wax and wane of the moon; the ebb and flow of the tide; the drip, drip of summer shower, the steady downpour of winter rain; the rhythmic beating of human heart and pulse; the seasons reproduced in human life: childhood's spring, youth's summer, maturity's prime, the winter of old age.

Simple poems were read for the class to *feel* and *tap out* the rhythm and to note the musical effects of the rhyme.

Then an exercise was given, delightful in its variety and in the spontaneity of thought it evoked:—

1. Verses with words omitted which the class had to supply.
2. Verses with rhyme omitted which, again, the class was called upon to supply.
3. Verses with disorganized rhythm which the class was to harmonize.

The *second lesson* dwelt upon *moods in poetry*. After a short revision of rhythm and rhyme the children were led from the consideration of nature's moods—her smiles and her sulks, her storms and her sunshine, her tempests and her calms—to moods in man, the moods of human nature: "Sometimes joyful, at other times sad; now easy, anon troubled . . . one day heavy, another lighter." And then, by an easy transition, to moods in poetry—the sublime, the simple; the strong, the dainty; the stately, the tripping; the gay, the sad. From well-chosen passages, sympathetically and artistically read, the class readily perceived that rhythm expresses the mood of the poet and is influenced by the theme of the poem. Ballad rhythm was studied in greater detail, as making the least demand upon the poet. The rhythm was tapped out, and this, together with the rhyme scheme, indicated on the blackboard. With a simple story, told by the teacher, for theme, the children produced a very readable and correct ballad, after the style of "John Gilpin."

In the *third lesson* the aim was to work out a narrative in verse with the class. The teacher told very graphically the story of a little fluffy chicken, that for days had watched with envious eyes some ducks swimming on a pond near by. She was burning to imitate their example and finally, despite the warnings of her mother, resolved to do so. The attempt was sad indeed in its results. The chick struggled, sank and died. She floated to the surface, where the ducks held council and lamented her disobedience.

The story finished, the teacher questioned out its stages in their sequence, registered these on the blackboard, and suggested that each stage should be the subject matter of a verse.

An excellent device to help the children's thoughts and ear in the rhyming line and prevent their wandering too far afield, the teacher supplied on the blackboard the last word in the line. This was the poem obtained from the class:—

THE SAD FATE OF A DISOBEDIENT CHICKEN.

The pond was round and pretty, too,
Where daisies white and violets grew.
The willow branches swept the ground
And birds filled all the air with sound.

A party of ducks to this pond would repair
To feed upon the green weeds there;
To chat and gossip thus they meet
Within this shady, cool retreat.

A fluffy chick lived thereabout
And watched the ducks dip in and out;
Their glossy heads oft dived below
Oh, how she longed to do just so!

Her envious heart resolved to try:
Why not swim if she could fly?
(Oft had she heard, "Do not go near,
Or you'll be drowned, I greatly fear.")

Feet, feathers, wings, for aught I see
Are just the same for them as me.
Though my beak's pointed, and their's round
Why on earth should I be drowned?

Into the pond away she flew,
The warning words prove all too true;
She splashed, and dashed, and turned her round,
And cried aloud, "Dry ground, dry ground"!

But oh! too late did she repent,
For lower and lower she steadily went;
To reach the bank in vain she tried.
Her efforts ceased; she sank and died.

The ducks swam round with questioning quack;
The chick was floating on her back.
By gesture grave it was apparent
They discoursed on the sin of not minding a
parent!

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Reports on Mentally Defective Children.

Circular 1359 introduces to Local Authorities the revised form of report to be made on a child examined for Mental Deficiency. Form 306M, its official designation, is in substitution for Schedule F of the revised model arrangements of August 31st, 1914. The particulars to be supplied imply a very exhaustive examination, but as the Board point out, "an examination may have such serious consequences . . . (that they) do not consider it just to the child that a decision should be taken on any less exhaustive examination." Much of the information required can be obtained from the school medical department, the teacher, and the parent, so that the certifying officer's task is not so onerous as at first sight appears. For the purpose of helping him to complete his examination a revised form of report (Form 41D) for use by head teachers has also been issued. It is a reprint from Burt's "Handbook of Tests for Use in Schools." The circular reminds authorities that in some cases a Mental Deficiency Committee may not be notified without prior reference to the Board—i.e., those not coming under the description of idiots, imbeciles, or moral imbeciles, or who are not within the terms of Article 6 of the Mental Deficiency (Notification of Children) Regulations, 1914. It is only in very rare cases that a child can properly be certified as a moral imbecile under Section 1 (d) of the Mental Deficiency Act, 1913. Except in the clearest cases the child should be considered as one "who cannot be instructed in a special school without detriment to the interests of the other children," and the case referred to the Board under Article 4 of the Mental Deficiency Regulations of 1914.

Staffs and Staffing : Circular 1360.

Last April some comments were made in this column on Circular 1325 of February, 1924, and Circular 709 of 1919 was quoted. "It must not be assumed," it said, "that the Board regard it as desirable that any teacher should have the charge of as many as 60 children in a single class." Now comes No. 1360 concerning "proposed changes in the conditions for the staffing of public elementary schools"—which changes will be incorporated in the new code. The class of 60 and its teacher equivalent has had a very long innings, and though many times we have thought they were going, they haven't gone yet. Article 14 still keeps them. Thus: "The number of children on the register of any class or group of classes under the instruction of one teacher must not exceed 60." But the proposed Article 14 of the new code will add this: "Where the Board are satisfied that the accommodation available is sufficient for the purpose, they may, for that school or group, reduce this figure to a figure not less than 50."

But a more interesting proposal is the alteration to be made in Article 12 (a)—with its table of teacher-children equivalents. The change of 50 for 60 and 30 for 35 in that table for certificated and uncertificated assistants is not proposed "for the purpose of increasing the number of teachers now employed in the schools, or the proportion of fully-qualified teachers." It springs from a quite different desire—"to get rid of conditions of grant which are framed in such detail" from a grant system "based upon the area of an authority rather than upon the individual school." In its present form Article 12 (a) has long been out of date.

Yet the Board cannot decide to abolish it, though they have thought of it. (One could wish the "Board" would abolish the use of the plural where "it" is concerned.) Articles 10 (a) and 10 (b) are the chief staffing articles—they are regarded so by the Board—and the 12 (a) has diverted attention from them; and 10 (b) says: "A school or department will not, as a rule, be regarded as suitably staffed unless it includes at least one certificated teacher for every group of 70 scholars in average attendance." The time has not come, therefore, for dispensing with *minimum* conditions. But since it is the smaller schools which present staffing problems, and where the numbers of Article 12 (a) are "obviously too high," the Board has decided to retain the article for schools and departments up to 250, with the substitution of 50 and 30 for 60 and 35 mentioned above.

For schools beyond this figure, 250, Article 12 (a), in that naked form, will not apply. For them the Board will be content with securing a minimum proportion of certificated teachers to others—a minimum for the area, and a minimum for the school.

For the area the proportion proposed is 75 per cent. For the individual school the figure will be 60 in place of the 70 in Article 10 (c). Still, the Board may make exceptions to the first, where the number of certificated teachers per 1,000 is not less than 20, and the authority attain a standard of total staffing higher than the average, though for one reason or another they employ a larger proportion of uncertificated and supplementary teachers. But the Board, none the less, see that the disproportionate use of such teachers is the more objectionable now that the school-leaving age is raised and "advanced instruction" is required by the Education Act.

The new code will contain a new article—set out in the circular—which permits Local Authorities to formulate their own staffing schemes as alternatives to the conditions laid down in Articles 10 (c) and 12 (a). If the Board are satisfied that they are adequate to secure their designed standard, they may be approved and accepted for purposes of grant.

Wembley, 1925 : Circular 1361.

The Board of Education is prepared, as last year, to recognize reasonable expenditure by Local Authorities on the travelling expenses of teachers and pupils in elementary, secondary, and technical schools who visit the Wembley Exhibition. But as the administrative Memo. No. 23, of 1924, pointed out, visits of public elementary school children, under Circulars 1320 and 1327, must in order to be "recognized" for grant purposes, be made under Article 44 (a) or (b) of the code. In other schools the visits must be made in term time.

Accompanying Circular 1361 was another from the Department of Overseas Trade, describing arrangements made for receiving school children visiting the Exhibition at the Children's Camp Hostel. This is under the supervision of the Middlesex Education Committee. Enquiries about it should be addressed to the Secretary of the Committee, 40, Eccleston Square, S.W.1, but applications for accommodation—there is room for 3,000 children—to the Committee of the Camp Hostel, Willesden Lane, Acton, N.W.10.

Organised parties of school children, one teacher to ten children, will be admitted to the Exhibition at 6d. per head. These special tickets, which must be paid for in advance, may be obtained from the Secretary of the N.U.T. Enquiries concerning reduced railway fares for parties should be made to the local station master. The weekly "Bulletin of Empire Study" will not be issued this year. Last year's issue, in loose form, may be obtained from the Department of Overseas Trade, 35, Old Queen Street, Westminster, S.W.1, at 2/- per set of twenty-four.

Form 11S : Interchange of Teachers.

There was not sufficient space last month to notice Form 11S, and the time has gone by for applications under it (May 18th), but it is very deserving of mention. A committee of eleven, representing the staffs of secondary schools, Local Authorities, and the Board of Education, has been set up to co-operate with a committee in France in making arrangements for the interchange of English teachers of French in secondary schools here and French teachers of English in similar schools on the other side of the channel. They will do each other's work and be paid by their own authority, the French Government undertaking to meet any losses incurred by their nationals owing to the present position of the exchange. Service in France will be recognized for superannuation purposes. The exchange will be for a whole school year beginning next September, though it may be terminated at the end of the first term if the two organizing committees are satisfied that its continuance would not be beneficial to the school or the teacher.

Though the exchanged teachers will ordinarily be employed in each other's schools, circumstances may be allowed to modify that plan. Schools, therefore, which are ready to receive a French teacher, though they have none of their own to send, may make application accordingly. In such a case it is possible that the Board might consent to consider an application from a school authority made after May 18th. The scheme seems an eminently sensible one, and capable of wide development. There seems no good reason, for example, why it should be limited to English and Welsh secondary schools; the so-called central schools, where French is part of the curriculum, might well be brought within it.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Superannuation.

The Executive of the Union is giving the closest attention to the new Bill now in the committee stage in the House of Commons. A special committee has considered the Bill clause by clause, framed amendments for its improvement, and tabled them for consideration—and it is hoped for adoption—by the committee to which the Bill has been referred. The chief points on which it is sought to amend the Bill are the following:—As it stands, the Bill (Part II, 2 (1)) reads: "Superannuation allowances and gratuities may be granted." An amendment to "leave out 'may' and insert 'shall'" is to be moved, as it is thought teachers being contributors to the cost of the scheme should have a legal right to the benefits provided. A similar amendment will be sought in other clauses where the omission of "may" and the insertion of "shall" will strengthen the contributors' rights in this respect. Again, and in the same direction, the omission of the first paragraph of the First Schedule to the Bill will be moved. Also, section 10 of the First Schedule, which empowers the Board of Education to "refuse, grant at a reduced rate, reduce or suspend the allowance or gratuity" will come under special review, and an amendment will be moved to limit very definitely the power of the Board in its interpretation of "misconduct" warranting such drastic action. As the clause stands the Board is empowered to reduce an allowance for such vaguely-expressed reasons as the "defaults or demerits of the teacher." Common justice demands that teachers who have contributed five per cent. of salary for a long period of years shall not be deprived of benefit because the Board "are of opinion" that they have "demerits."

The Establishment of a Fund.

There are indications of a big fight in committee for the funding of the contributions. The teachers and the local authorities favour the establishment of a real fund as distinct from the "paper" fund provided for in the Bill. As far as can be ascertained at the time of writing there is very little hope of the Government giving way on the point. The immediate cost as set out in Lord Eustace Percy's memorandum would be very heavy, and having regard to the present condition of national finance, it may be anticipated that the Chancellor of the Exchequer will not agree to so serious an alteration of the scheme. However this may be, an amendment has been tabled to Clause 9 (4) of the Bill to alter the words "shall be paid into the Exchequer" into "shall be paid into a Fund to be called the Teachers' Superannuation Fund." If the Government refuse this, it is important, regard being had to past happenings in connection with the superannuation of teachers, that the Government should give the most definite public pledge possible in the House of Commons that the teachers' rights as laid down in the Bill, when passed, shall be guaranteed. Lord Emmott's committee recommended a fund, and the sole reason for not incorporating that recommendation in the Bill is, according to Lord Eustace Percy, the fact that in 1926-27 the net Exchequer charge would be £2,400,000 more than under the Bill's proposal, in 1928-29 it would be £3,500,000 more, and in 1943-44 it would still be nearly £2,000,000 more. The Executive of the Union favours the establishment of a fund as giving greater security, but not at the price of reduced benefits.

Other Points.

Considerations of space do not permit of a detailed tabulation in these columns of all the amendments. Among the more important of the many others to be moved are (1) An addition to Clause 2, to secure that students who left the training colleges for the purpose of serving with the Forces of the Crown in the late war shall not be losers of years of service as teachers on that account for purposes of superannuation; (2) An addition to Clause 3 to secure that a teacher who has attained the age of 60, has been not less than 20 years in service, and has served for five years after the age of 45, shall be eligible for pension. An improvement in this direction would enable a teacher to retire at 50 without forfeiting the right to a pension at the age of 60; (3) An addition to Clause 10 to provide against reduced pensions to teachers who have been reduced in status because of re-organization schemes resulting in the closure of their schools; (4) An alteration of Clause 14, which deals with "organizers,"

to secure that their full-time service, both as organizers and teachers, shall count for superannuation purposes, and, further, that no organizer shall benefit under the scheme unless he or she has served for at least five years as a teacher (the Bill stipulates for three years only); (5) An amendment to Clause 1, which rules out of benefit under the Act all teachers who refused to accept the 1918 Act, or who did not come out of local schemes as required to do, will be put forward, as it is thought only fair that teachers who could not have benefited under the 1918 Act, even had they accepted it, but can benefit under this Act, shall have another chance; (6) Another attempt is to be made to include teachers who retired before the 1918 Act became operative.

The Union's Watchfulness.

In order to give the closest possible attention to every part of the proceedings steps have been taken to provide for the presence of the Union's representatives during the committee stage of the Bill. These will be in touch with Mr. Crook and Mr. Cove from day to day, and will advise them on points as they arise. By such attention to detail the Union has made itself valuable to its members.

Sundry Matters.

It is early yet to discuss the attitude of the Board with regard to the enforcement of Lord Burnham's salaries award. Lord Eustace Percy has quite recently made it very clear he is not yet intending to coerce local authorities to implement the award. He prefers they should act on their own responsibility. At present there is among some authorities a determination to "wait and see," and as that is, apparently, the present attitude of the Board, there may be great delay. The Board's suggestions with regard to the reorganization of schools have claimed the attention of the Union for some time past. These suggestions on their educational side are approved generally but, at the same time, the Executive has the duty of safeguarding the interests of teachers who are members of the Union, and who may suffer either in status or salary, or both, as a result of reorganization. Individual cases will be reported to headquarters, and all necessary action will be taken.

Gradually, but surely, the religious "difficulty" is forcing itself forward for consideration. Developments in the progress of education are likely to compel the Union again to enunciate its policy and take up a position of resistance to attempts which if not resisted may definitely subordinate the teacher to the clergy. As an illustration of what may happen in many cases it may be mentioned that in the case of a certain council central school to be attended by pupils drafted from non-provided schools as well as from council schools, it is proposed that denominational religious instruction shall be given to children whose parents ask for it. This, if allowed, means either (1) that the teachers will be asked to give it, or (2) that the school will be visited by the clergy or others for the purpose of giving such instruction. In the case of (1) the teachers must declare their creed, *i.e.*, must be subjected to a test, and in the case of (2) "right of entry" must be conceded. The National Union objects both to "creed tests" and the "right of entry." Developments in the case mentioned are being watched very carefully.

International Education.

Mr. F. J. Gould, Hon. Sec. of the International Moral Education Congress, is most willingly responding to a request made by the German Bund Entschiedener Schulreformer (several times mentioned in our previous issues) to assist in an interchange of correspondence between English and German teachers and scholars. He asks us to state that English teachers and elder scholars are invited to write, in the first instance, in English or German, to Fräulein Studienrat Lydia Stöcker, Berlin-Friedenau, Offenbacherstr. 5, Germany. The Bund was formed in 1919 by German educationists, who are spreading liberal and fraternal views.

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SCHOOLS, COLLEGES, AND UNIVERSITIES.**Some London Figures.**

Some rather striking figures are given in the Principal Officer's report on the work of London University during 1924-5. Admissions numbered 7,603, a number slightly less than double the 3,852 of 1913, as last year's figure, 7,731, was slightly more. Candidates for all examinations numbered 31,623, as against 11,937 in 1913 and 31,847 last year. Of the 3,420 candidates for degrees, 2,079 were internal and 1,341 external. In 1913 the corresponding figures were 900 and 907. The roll of internal students now comprises 9,002 names—in 1914 there were 4,888, and 8,849 in 1924.

Contributions from Local Authorities.

Hertfordshire is now among the home counties making contributions to London University. Middlesex, Kent, Surrey, Essex, among the counties, and East Ham, West Ham, Croydon, and Southend among the county boroughs, have renewed their grants for the ensuing year. The Education Authorities of Middlesex have increased their contribution to £5,000, Hertfordshire to £500 (from £200), and Croydon to £500 (from £300).

The Polar Research Fund.

The trustees of the Captain Scott Memorial Fund will hand over to the Senate of Cambridge University the sum of £13,000 for the erection, endowment, and maintenance of the "Captain Scott Polar Research Institute." The money is the balance of a fund allocated in aid of polar research. The trustees, in making the offer, expressed a desire that the memorial character of the building to be erected should be kept in mind and suggested that £6,000 should be set aside for the building and its upkeep

£25,000 more for Cambridge.

The annual state grant to the University from the Treasury has been increased from £60,000 to £85,000. The additional £25,000 is to meet the increased needs of the University Library, and also for the payment of premiums under the pension scheme in respect of the past services of lecturers who have become university lecturers under the new statutes.

For Non-Collegiates at Oxford.

From the Government grant the sum of £590 per annum for the next five years has been allocated to the delegates of non-collegiate students, to enable them to increase the payments for honours tuition, to assist the library to form a fund for helping poor students, and to offer annually two exhibitions of not more than £40 a year. Another sum of £200 a year for the next five years is to be allocated to the delegates of Oxford home-students.

Continued Education in London.

During the past session 179,197 students were on the roll of day and evening continuation classes aided or maintained by the London County Council—a 6½ per cent. increase on last year's figures. Evening students numbered 10,783 more, part-time students 1,004 more, and full-time students 111 fewer. In the Juvenile Unemployment Centres there were only 6,449 pupils as compared with 9,084 for 1923-4. The number of boys and girls between 16 and 18 years of age attending these centres in London as a condition of receiving the "dole" was 2,460 in March, 1923; 1,474 in March, 1924; and 867 in March, 1925.

The voluntary day continuation schools, providing free part-time education for boys and girls between 14 and 18, have progressed from a roll of 7,520 in 1923-4 to 8,119 in 1924-25. The average attendance of each student has worked out at 9.7 hours a week as compared with last year's 9.4. The City Day Continuation School, which is the largest, was attended by 1,308 students.

The Polytechnic School of Speech Training and Dramatic Art, Regent Street, W.1, is offering an entrance scholarship in June for a two-year training for the Diploma in Dramatic Art of London University. The head of the school is Miss Louie Bagley. Full particulars may be obtained from the Director of Education, 309, Regent Street, W.1.

A Surprise Bequest to Bedford College.

Under the will of Miss Gertrude M. Schryver, late of Arundel Gardens, W., Bedford College for Women has received a bequest of £100 for the purpose of providing an annual English Literature prize. The conditions of award are to be laid down by the governing body. Though prevented by ill-health from taking an active part in women's education, Miss Schryver was interested in its development. She had no connection whatever with Bedford College. The bequest came therefore as a surprise to the authorities.

ASSOCIATION NEWS.**The Teachers Council.**

At the meeting of the Council on Friday, the 15th May, it was announced that 75,612 teachers had applied for registration and that 977 had applied for admission to the List of Associate Teachers. The main discussion turned on the Draft Resolutions which had been circulated to the appointing bodies, of whom many have sent comments and suggestions, chiefly on the proposal to secure that none save registered teachers shall be employed in positions of responsibility. This proposal, if carried out, will have the effect of strengthening the case for a training in teaching. It is recognised, however, that no one form or method of training will meet the needs of all types of teachers. The requirements of the Council in regard to training have been somewhat misunderstood, for the Council has never suggested that applicants for admission to the Register must produce evidence of having attended a training college. The requirement is that they shall produce evidence of having spent a year in preparation for responsible teaching work by practising teaching under skilled guidance and studying methods and principles. The Council will now consider the replies received and will redraft the resolutions carefully, submitting these to a conference of representatives of appointing bodies which is to be held in London on Saturday, the 13th June.

The College of Preceptors.

At the Council meeting on the 13th of May, Sir Philip Magnus, Bart., was re-elected President of the Council, and Professor Sir John Adams, Mr. R. F. Charles, and the Right Hon. J. F. P. Rawlinson, P.C., K.C., M.P., were re-elected Vice-Presidents. On behalf of the College the Council accepted the gift of a portrait in oils of the Rev. J. O. Bevan presented by himself. A report was received on the arrangements which are being made to put school pupils in England into correspondence with school pupils in the overseas Dominions. The Secretary of the College would be glad to receive from principals of schools lists of pupils who would like to join this movement. The lists should show the age and sex of each pupil; and it would facilitate the selection of suitable correspondents if the occupation of the father could be mentioned.

The Education Guild.

The Council of the Guild has issued an appeal to members for financial support to enable it to clear off a number of outstanding liabilities and to ensure its continued existence. The response so far has been gratifying, but it should be far greater than at present if the objects aimed at are to be realised. There is to be a special general meeting of the Guild on Wednesday, the 10th June, to consider the position, and it is hoped that before that date all the members will have contributed to the fund.

Association of Head Mistresses.

On June 12th and 13th the fifty-first annual conference of this Association is to be held, under the Presidency of Miss F. R. Gray, M.A., J.P. (High Mistress of St. Paul's Girls' School) at Cheltenham Ladies' College, by kind invitation of the Principal, Miss B. M. Sparks, M.A., and by permission of the Council of the College.

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 March-April last, the competition being open to all candidates in the British Isles.

Final Grade Gold Medal—Helen C. Perkin, London Centre (pianoforte); Final Grade Silver Medal—Mary A. R. Starling, Clacton-on-Sea Centre (pianoforte); Advanced Grade Gold Medal—Leonard Isaacs, Manchester Centre (pianoforte); Advanced Grade Silver Medal—Charles J. Lockett, Manchester Centre (pianoforte); Intermediate Grade Gold Medal—Dorothy M. Cowley, Bedford Central (pianoforte) and Phyllis I. Adams, Liverpool Centre (pianoforte). (These two candidates gained an equal number of marks); Intermediate Grade Silver Medal—Nora E. Gibson, Belfast Centre (singing), and Betsy A. Caldwell, Wrexham Centre (pianoforte). These two candidates gained an equal number of marks.



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PERSONAL NOTES.

Miss B. S. Phillpotts, Litt. D., has resigned her office as Mistress of Girton, after only three years tenure. Miss Phillpotts lost her mother last March and she intends to make her home with her father. Her resignation has been received with very great regret by her council and her staff. Miss Phillpotts has had a distinguished career. She was Pfeiffer Research Student, and at Oxford was the first fellow on the Lady Carlisle Foundation at Somerville College. From 1916-1919 she was employed at the British Legation at Stockholm, and then for two years was Principal of Westfield College. Her articles in the "Encyclopædia Britannica," "Hastings's Dictionary of Religion and Ethics," and the "Cambridge Mediæval History," as well as her volumes on Scandinavian Drama, won for her high reputation as a scholar.

To America.

The Walter Hines Page Travelling Scholarship founded in 1924 by the English Speaking Union has been awarded to **Miss Jeannette Hayes**, of St. Ann's Girls' Senior Council School, at Hanwell, Middlesex.

The two Chautauqua Summer School Scholarships have been awarded to **Miss Catherine Robinson**, head of the English Department at the Edinburgh Ladies' College, and to **Miss Hilda Stuart**, head mistress of the Arthur Pease School, Darlington, Durham.

Principal Thomas.

The Rev. D. J. Thomas, O.B.E., M.A., J.P., who until recently was Chairman of the Wood Green Education Committee, is shortly to retire from the Principalship of the Home and Colonial Training College. Principal Thomas has been associated with the training of teachers for more than forty years. In 1905 he was President of the Training College Association and two years ago was made President of the Association of Education Committees. Early last month he was the guest of the Wood Green Council at a complimentary dinner at the Alexandra Palace.

A Literary K.C.

Mr. George Thorn Drury, K.C., Hon. M.A., and Recorder of Dover, is known to everybody as a distinguished member of the Bar. To students of English literature he is better known as one of the foremost authorities on the Caroline and Restoration periods. He has recently been elected an honorary Fellow of Worcester.

Two New Professors.

Mr. John Ernest Neale, M.A. (Liverpool) has been appointed to the Chair of Modern History at Manchester, in succession to Professor H. W. C. Davis. Mr. Neale has been since 1922 assistant secretary to the Board of Studies in History in the University of London.

Dr. George Edward Moore, M.A., of Trinity College, Cambridge, has been elected to the Professorship of Mental Philosophy and Logic, held by the late Professor James Ward.

To be Acting Principal.

Professor J. E. Lloyd will be acting Principal of University College of North Wales during the absence of Sir Harry Reichel in New Zealand as a member of the Special Commission appointed by the New Zealand Government to report on the University.

School Master J.P.s.

Mr. Ernest F. Heal, assistant master at Thurnscoe Council School, Rotherham, headed the poll at the recent Urban District Council election at Thurnscoe. He has been made chairman of the Council, and is therefore a magistrate on the Doncaster bench.

Mr. Harvey J. Joyce is another school master who sits on the magisterial bench in virtue of his office as chairman of an Urban District Council. Mr. Joyce is head master of Stowmarket Senior Council School, and for the last six years has been a member of the Stowmarket U.D.C. He headed the poll at the 1924 election.

Death of Ealing Education Secretary.

Mr. J. B. Johnson, M.B.E., Barrister-at-Law, Secretary to the Ealing Education Authority since 1903, died last month, aged 57. He was assistant master at Hatfield Boys' School from 1885-1887, and at the London Road School, Southend, from 1889-1891. Till 1903 he was head master of St. John's School, Ealing. He was called to the Bar in 1908.

NEWS ITEMS.

The State and Voluntary Effort.

At Hastings, on May 1st, Lord Eustace Percy opened a new country holiday home for London's poorest children, established by the Shaftesbury Society and Ragged School Union. It was of vital importance, he said, to realise that as the scope of public education was expanded, the work of voluntary bodies became more necessary. The danger was that state enterprise might discourage private effort. The Board of Education did not now adopt the unenlightened method of segregating crippled children in special schools: their primary object was to ascertain their existence before school age, with a view to treatment and cure at the earliest time possible. Generally speaking, the function of the state was to supply the element of comprehensive organization over a wide area, but the resources of voluntary effort and voluntary contribution were resources which no Local Authority and no State department could afford to dispense with.

Tennis at Public Schools.

Lord Balfour in the course of a debate with Mr. Maxe on "Golf" at the School of Economics, said he thought that public schools should encourage tennis more than they do. Lawn tennis was even more an international game than golf. In America the game was played in the schools, while here it was discouraged, as not fitted to encourage public school virtues. Lawn tennis, like golf, could only be practised with supreme success by those who began in their early youth. "I most certainly wish," he said, "that the authorities of the public schools would wipe away the reproach that in a game which we first developed we have not maintained the pride of place that I think we ought to have maintained."

Oxford's next Chancellor.

Lord Birkenhead in a letter to *The Times* on the Chancellorship of Oxford University rendered vacant so lamentably by the death of Lord Milner, Chancellor Elect, puts forward in forceful language the claims of Lord Oxford for the office. "I am not aware," says the Secretary for India of anyone whose academic equipment is more complete. He is by universal admission the greatest master of classical eloquence who still remains to remind us of the golden standards of an almost vanished art. . . . Lord Oxford is the greatest living Oxonian. If he were a Conservative he would be elected by acclamation. To reject him because he is a Liberal is to admit partisan prejudices as narrow as they are discreditable."

A Music Library for London University.

A Music Library is being established in the Central Library of the University. It will include music scores and books on music, as well as a collection of gramophone records and pianola rolls. The Royal College of Music have already made gifts of books and music and the Æolian Company have offered assistance in forming the collection of mechanical records.

Two Girton Fellowships.

Girton College has been endowed by Mrs. Hancock with two fellowships each of the value of £3,000. One is for the endowment of literature and will bear her name. The other is for science and is in memory of Mrs. Hertha Ayrton. Both fellowships are to be held, at the discretion of the Council of the College, by the students passing highest in literature and science.

A Coming of Age.

The Heritage Craft Schools and Homes for Cripples at Chailey, Sussex, will be twenty-one years old on June 6th. At the festival dinner to mark the coming-of-age year, the Bishop of London, who is President of the Schools, said that one of the girls was now head mistress of the schools in London from which she had been sent to Chailey for training.

Malvern School-girls.

Some sixty school-girls of Lawnside Schools, Malvern, gave on May 14 a presentation of an original ballet based on Alfred Noyes's "The Tragedy of the Dwarf," in aid of the Malvern Hospital. The entire ballet was composed and the dresses designed and made at Lawnside under the direction of Miss M. D. Layland.

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LETTER TO THE EDITOR.

The Superannuation Bill—The Position of Inspectors and Educational Organizers.

Sir,—The new Bill, if it is carried into law in its present form, will be an Act of much wider significance than appears on the surface, for it embodies a principle new to English educational law; the principle, namely, of the unity of the educational profession. The 1918 Education Act was the first Act to treat English education as one system, but it was not seconded by the 1918 Superannuation Act, which established artificial differences among those engaged in the work of education. The 1925 Superannuation Bill is, however, a true successor to the 1918 Education Act, in that it extends the meaning of teaching service to include both University teachers and "persons employed in the control and supervision of teachers," subject to the condition that "before being so employed they shall have been engaged for not less than three years as teachers in a capacity approved by the Board." This extension of "service" secures to the humblest teacher the opportunity of passing to the highest positions in the profession without losing any pension benefits. Though he should become a Director of Education, or an Inspector of Schools under the Board of Education or a local authority, he will be pensioned on his final salary, all his years of service being counted as one continuous service in the cause of education; and, moreover, no one except those who have been engaged for three years as teachers in schools will be so pensioned. The embodiment of this righteous and truly liberal principle in the Bill, on the recommendation of Lord Emmott's Committee, is a great triumph of justice, and will in future years greatly promote the solidarity of the teaching profession. Previously, there was no official recognition that director, inspector, university teacher and school teacher all belonged to the same profession. In fact, owing to the gulfs created between these positions by the 1918 Superannuation Act, they were not regarded as belonging to the same profession.

Nevertheless, amidst the general satisfaction that will be felt that the teaching profession is now unified so far as the State can unify it, and that the path which is open to talent can now be trodden by the teacher without penalty, there is no small danger that the blot which exists in the Bill will escape unobserved. The danger is greatly increased by the technicalities with which the Bill bristles, and which, no doubt, are due to the anxiety of the Government to meet all possible cases. The Bill, while it deals justly with teachers who in future will be promoted to posts as directors and inspectors, inflicts a grave injustice upon those who have already secured such position. The Superannuation Act of 1918 admitted inspectors and directors who had been teachers to "qualifying service" only; that is, it allowed them to retain pension benefits which they had earned as teachers in school, but did not permit them to earn pensions after promotion, and it treated the Board's inspectors and university teachers in a similar manner. The 1925 Bill draws completely within the scope of its benefits the Board's inspectors and professional officials, and, though by a different method, does the same for university teachers; all their back service is secured to them in full. But directors and inspectors under local authorities (comprehensively termed "organizers" in the Bill) are treated differently, the difference being that they can count only back teaching service and future "organizing" service. It is proposed to neglect their back "organizing" service, or, if it is more beneficial to the individual concerned, he is to be allowed to count *half* his total past years of service as a school teacher and an "organizer." For example, a person who has had, when the Bill becomes law, twenty years' teaching service and twenty years' organizing service, will be pensioned at his retiring salary on twenty years' service instead of forty years, while the Board's inspector of twenty years' standing who had had previously twenty years' school service will be pensioned on the whole of his forty years on the basis of his final retiring salary.

"Organizers" are the only persons towards whom this parsimony is or has been displayed. Under the 1918 Superannuation Act every teacher received full credit for all his years of back service; under this Bill, as already mentioned, it is proposed to credit with their full year of service inspectors of the Board and university teachers and even some Civil Servants who were once teachers. Under the 1919 Scottish Superannuation Act, "organizers" were included with teachers. Thus two organizers doing precisely the same work, for the same number of years,

and receiving the same salary, the one in England, and the other in Scotland, will receive different pensions. Yet the Scottish pension will come out of the national exchequer to the same extent as the English pension.

It should be explained that, under the 1898 Superannuation Act, "organizers" who had been teachers were made eligible for pension. This eligibility persisted till 1908, and was then withdrawn for "organizers" and also for principals of and lecturers in training colleges. Under the 1918 Superannuation Act, all the latter were re-admitted to full rights; but "organizers" were still left out in the cold. The new Bill rectifies this error as regards future appointments, but it omits to count for pension "organizing" service between 1908 and 1925.

The number of "organizers" is estimated at 700; and the contribution they will have to pay at £40,000. This year it is estimated the Teachers' Pension Scheme will cost £3,000,000; to admit existing "organizers" to full benefits would probably not cost as many thousands as there are millions in the total cost. That is a small price to pay for justice. We feel confident that the facts have only to be realized by the public to ensure that those who, through no fault of their own, were excluded in 1918 shall be completely reinstated now. We feel confident that they will not see themselves surrounded by teachers and organizers in the enjoyment of their full rights while they themselves are left to suffer this unjustifiable disability.

(Signed) P. B. BALLARD, President.

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NEWS FROM THE PUBLISHERS.

Messrs. G. Bell and Sons' Catalogue of Secondary and Higher Text Books contains some interesting new books, among which are:—

"An Arithmetic," by C. V. Durell and R. C. Fawdry, published in three parts. Part I and II are being published immediately; Part III is in preparation. Each part has revision papers and problem papers. An interesting feature is a series of historical notes.

"Elementary Geometry," by C. V. Durell, is published in three parts or can be had in a complete volume. In this book the author has adopted all recommendations contained in the recent report issued by the A.M.A.

"Unprepared Latin," chosen and edited by E. C. Marchant, to be published immediately. This book contains 75 prose and 75 verse passages.

"French Grammar: a Three Years' Course," by Margaret Kennedy. This book is intended for pupils beginning French at the age of eleven or twelve, and provides a reasonable course, affording sufficient examples for practice in all important grammatical rules.

The fourth series of lectures on the Sir George Watson Foundation were delivered last year by Professor A. F. Pollard, who took for his subject "Factors in American History." These lectures, which deal with such subjects as Inheritance and Tradition, Conservatism, Nationality and Nationalism, Imperialism and Idealism, are shortly to be published by the **Cambridge University Press**.

The same press will shortly published two books by W. E. Heitland. The first, entitled "Iterum, or a further Discussion of the Roman Fate," is a sequel to the author's previous work on the decay of the Roman Empire. The second, which is entitled "A Few Words on Verse Translation from Latin Poets," is concerned mainly with the necessity of reproducing in a translation the atmosphere of the original, and includes attempts at rendering Lucretius and Lucan.

Messrs. Methuen and Co. have just published the first volume of Hilaire Belloc's long-awaited "History of England." The main object of the work, which is to be completed in four volumes, is to emphasize the historical truth that the chief social and political phenomena of national history are religious, not matters of race and still less matters of language. Volume I deals with England from the earliest times to 1066, and contains many tables and maps.

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As will be seen from the Chapter Headings below, the author has adopted a topical treatment, thus enabling the student to watch the rise and progress of conditions which resulted in the great movements and revolutions of the past two centuries, the trend of events when they had taken definite shape and form, and their subsequent effects on the world as a whole.

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The Report of the Departmental Committee on the Training of Teachers represents two years of hard work and an expenditure from the public funds of £840 11s.5d., less anything which may accrue from the sale of the volume, which is to be obtained from H.M. Stationery Office for the sum of 3s. 6d. net.

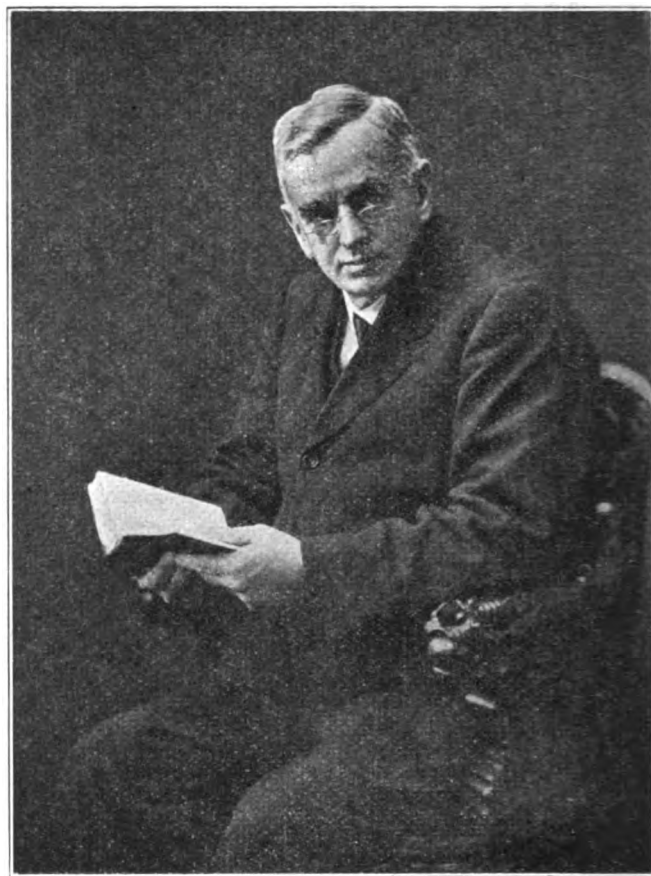
The majority of the committee of eighteen, fourteen in number, sign a Report on which three make reservations, while the four members who have not signed the main Report have issued a Memorandum of Dissent, as it is called, on which one of the four makes a reservation. Also, two members of the majority add a note on the staffing of training colleges.

It will be seen that the conclusions of the committee are far from being unanimous. Two years of conference, with thirty-eight days of hearing evidence and discussing the matter, have produced a main Report signed without reservation by eight members only, and some of the shorter reservations, especially that of Miss Hawtrey, who asks for three years of professional training; and that of Mr. Spurley Hey, who wants a device to eliminate unsatisfactory teachers at the age of eighteen, seem to cut across certain important principles of the main Report even more than does the Minority Statement with its logical application of the principles which are approved by the majority but evaded in their recommendations.

It seems to be agreed by all that the recruit should receive a secondary school education. Mr. Spurley Hey desires to include the central school, but central schools are secondary schools and should be so described. All seem to desire that the certificate examination of the Board should be replaced by approved university tests and that the training colleges should give more attention to preparing the teacher for the special work of teaching. The difference between majority and minority is that the former would make little change in the present practice of the colleges and would merely ask for one or two subjects to be taken to a higher level in place of the present wider range of academic work in the colleges. The minority urge that all academic work should precede professional training, thereby opening the way to a university course for all teachers, taken without pledge or special bonus and provided as part of the general educational facilities of the country. The professional training proper should be a course of one year, with ample opportunity for practice under skilled direction, and this course should be financed from public funds.

The weakness of the main Report lies in its timid refusal to look beyond the present day and in its persistent belief that teachers for public elementary schools cannot be obtained otherwise than by bribes offered to youths and maidens on the condition that they take up the work later, even though they may have come to dislike it. The Minority Statement takes the sounder view, and I hope that it will be made the basis of future legislative and administrative action.

SELIM MILES.



G. W. S. Howson.

REVIEWS.

Education.

HOWSON OF HOLT: A STUDY IN SCHOOL LIFE: by J. H. Simpson. (Sidgwick and Jackson. 3s. 6d. net.)

Books of this kind about schools are too few. "Howson of Holt" is not one of the "authorized" lives of "eminent" head masters. Neither is it an official history of Gresham's School, Holt, concerned with the dull externals of a school's growth—new buildings, changes in curriculum, and the like. It reminds us more of Skrine's memoir of Thring or of H. G. Wells' "Story of a Great School Master," for it gives a convincing picture of a singularly powerful and lovable personality. But to those who never met Howson the chief interest of the book will, perhaps, be the account of the school which he created and of the methods he employed. "Howson," says the author, "knew that in school life details often count most." It is because he can reproduce these minutæ of school life for us, and because he always sees the educational principles which lie behind them, that Mr. Simpson succeeds in making Holt under Howson a real place, whereas Mr. Wells gives us no picture of Oundle under Sanderson. (One wonders whether Mr. Wells really knows what the inside life of a boarding school is like.) There is a refreshing definiteness, an absence of educational cant, an actuality about this book such as marked the author's earlier and too little-known "Adventure in Education."

To summarize what is essentially a personal impression would be an impertinence. But all who are interested in education and especially in boarding schools will be held by this account of a school which, as Mr. Simpson rightly claims, was in many respects unique. For there were at Holt far fewer of the artificial barriers between boys and staff, between school and home,

(Continued on page 240.)

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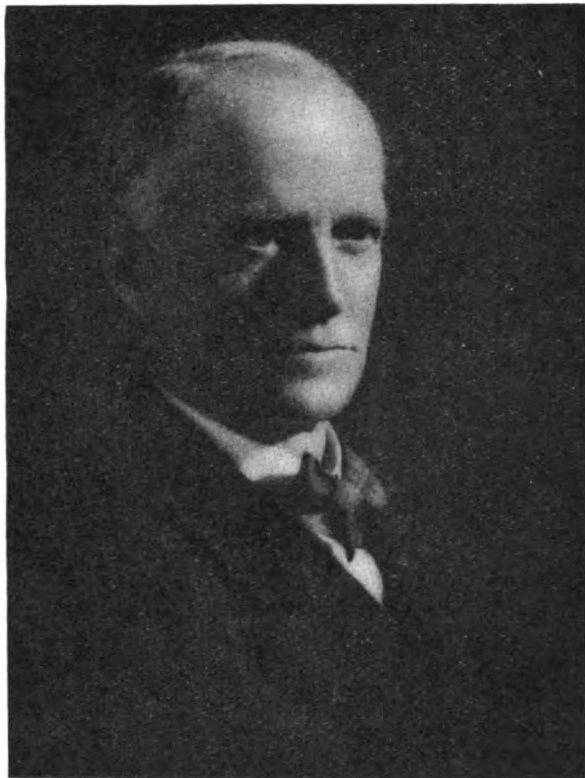
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Dr. P. B. Ballard.

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The school was a happy one, for Howson had a modern belief in the goodness of human nature. But "quite definitely he thought of his work as that of moulding character from without rather than of allowing the opportunity of growth from within." Boys were trusted to do right; they were not spied upon; they responded in a striking way to the trust placed in them. They were, in Howson's view, "infinitely educable," but their education depended upon the "unsparing use of personal influence" by adults, and especially upon the personal contact between the boys and their house masters. This contact was partly secured by means of what came to be known as the "honour system." Of this relationship between boy and master, Mr. Simpson gives a sympathetic and authoritative description, though he is obviously aware that it challenges criticism. Howson, indeed, though in many respects a true "emancipator" of his boys, never understood the need of freeing them from a subconscious emotional dependence upon adult authority. There is something terrifying in a system in which "it did matter above all things what the head master thought of you," and where the older boys were told that "in our prefects we look for unflinching straightforwardness, *desperate* earnestness, and untarnished honour." If it is true that Howson was "an artist in school life," who "took the common metal which comes into the school master's hand, and fashioned out of it . . . a community in many respects surprisingly different from other schools," it is also a legitimate criticism that the individual boy, perhaps not the entirely normal boy, was sometimes sacrificed to that community, and that he suffered under,

while he admired and loved, the head whom an old boy described as being "a very good father to us."

Those who never knew Howson in his prime should, perhaps, be warned that the photograph of him in 1917, though it is not uncharacteristic, shows him already aged by the war and by the disease which killed him. O.

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English.

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The editors of this anthology can at least be thanked for an excellent idea, and I hope that Mr. Warren or some other anthologist of discriminating taste may be found to carry it out. The volume is arranged in sections: The Heroic Couplet, The Sonnet, The Trochaic Metre, etc., and each section holds poems in chronological order to show the development of the particular form. But the editors explain in their introduction that they disagree with Dr. Bridges that it is a "pestilent notion that the young should be gradually led up to excellence through lower degrees of it." They have tried to discover poems, however, that a boy will appreciate without their choice falling below a certain standard of value. The result, therefore, is a mixture of the usual famous poems, with a large amount of dull and occasionally heavily humorous mediocrity, and a few poems with regard to Eton College that do not even come up to the latter standard. The volume closes with an anonymous poem, which we can but hope is by neither of the editors, since its weakness of phrasing, metre and rhythm, would disqualify the writer from any form of technical or artistic criticism. H.G.G.

History.

A SHORT HISTORY OF ROME: by E. E. Bryant, M.A. (Cambridge University Press. 6s.)

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(Continued on page 242.)

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(Continued on page 244.)

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The last chapter, dealing as it does with the Periodic System, has little relation to the main idea of the book, but is added for benefit of scholarship candidates. T.S.P.

General Science.

ELEMENTARY EXPERIMENTAL SCIENCE: by W. T. Clough and A. E. Dunstan. Twenty-second Edition. Revised and Enlarged. In Two Parts. Complete, 5s.; Part I—General Physics, 3s.; Part II—Chemistry, 2s. 6d. (Methuen and Co. January, 1925.)

This well-known school text-book has now run into its twenty-second edition, and the authors have taken the opportunity of revising it throughout. They have also enlarged the work by the addition of some fresh material, and have now separated the physics from the chemistry by dividing the book into two parts, either of which can be purchased separately if desired. As may be judged from the title, the treatment is experimental throughout, and the authors have duly emphasized the points that it is necessary for beginners to follow. For instance, there are some excellent directions on using the balance, which are unfortunately only too often neglected even by advanced students.

One or two slips have been noticed; these may well be corrected in the next edition, which will certainly be called for soon. On page 51 (Part II) the figures of the crystals are wrongly numbered, and there is no indication as to what the solubility curves on page 49 represent. In Part I, on page 21, the discussion on the volumes of the pyramid, the cone, and the sphere, is most unconvincing, and would probably prove muddling to the class; it would be better to state the results at the start, without any attempt at proof.

As now revised the standard of the book is up to that of the matriculation of the Northern Universities, and it also covers the science syllabus in the preliminary technical course of technical institutes. It may be safely recommended.

R.S.M.

General.

ENGLAND AT WORK AND PLAY (Published by Oliver and Boyd. 2s.)

This book is apparently written for pupils in the middle school. Like most of its kind it is of an anonymous nature and we think publishers would be well advised to seek authors of repute and name for works of this kind. The elementary school in the past has suffered too much from the anonymous book. This criticism is not intended to imply that the book before us is worse than its kind. It is profusely illustrated with blocks ranging from the oldest woodcuts to the latest photo process; it is clearly printed and contains a supply of questions for individual work at the end, but the whole effect is weakened by the fact that the letterpress is based on the ancient and threadbare fiction of a mother handing out to her children in conversation, frequently sententious and prosy, a series of well-worn geographical facts.

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THE EDUCATION·OUTLOOK AND EDUCATIONAL TIMES

JULY, 1925

NOTES AND COMMENTS.

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

Towards a Profession.

The resolutions which were passed by the Conference of Appointing Bodies called by the Teachers Council mark a distinct advance towards the establishment of a teaching profession. A summary of the proceedings will be found on another page, with the decisions of the Conference. These are now embodied in the Conditions of Registration. Their main features are that henceforward applicants for admission to the Official Register must produce evidence of satisfactory attainments and of practical experience. After the end of 1930 they will be required to show that they have fulfilled also the condition concerning training in teaching, but until December 31st, 1920, there will be a period of grace during which professional training is not obligatory. This affords opportunity to teachers of satisfactory attainment and experience to become registered at once and thereby to help the Council in its task, which is primarily that of giving meaning and definite content to the term teacher. Those who are secretly ashamed of being teachers and those who are unfit to be teachers will not apply for registration. Nor will a few of those splendid people who imagine that they have risen above the dust of mere teaching by becoming professors or plutocrats.

Rip Van Winkle.

At the Conference it was remarkable that Professor Graham Wallas should hark back to the abstract question of whether teaching ought to be a profession or not. He spoke as if a Teachers Council were being projected for the first time, ignoring the fact that nearly eighty years ago the College of Preceptors was founded for the purpose of establishing a teaching profession with standards of attainment and training. He urged that anybody should be permitted to teach, forgetting that many measures were introduced into Parliament to promote a Register and that these long-continued efforts culminated in the Act of 1907, which gave authority for the establishment of the present Council. That is eighteen years ago, and for thirteen years the Council has been engaged in its statutory task. Also, the State, acting through its Board of Education and through local authorities, has been engaged for eighty years or more in prescribing the qualifications of teachers who seek employment in public elementary schools. It is late in the day to bring forward a claim that nobody should be excluded from teaching work. In one sense nobody can be excluded any more than the Medical Council can prevent one man from recommending to another a pill to cure lumbago, but nobody would dream of appointing the amateur lumbago-expert as resident physician in a hospital.

The Training Problem.

The resolutions on professional training which were approved by the Conference exhibit the utmost freedom from rigid uniformity. Persons of eminence may be admitted to the Register by special vote of the Council even if they cannot fulfil any of the ordinary conditions. Teachers in universities and institutions of university standing may be admitted if they submit evidence of competence as teachers. Graduates and those holding equivalent qualifications may be admitted if they have spent a year in teaching in a school under skilled direction and have followed a course of reading in the principles of education to the satisfaction of a university education department. Those who are not graduates will be admitted on proof of satisfactory attainment together with evidence of having spent at least one year in a training college. This last method will provide for the certificated teacher and for kindergarten teachers and others whose courses of study and professional training are often concurrent. It should be noted that these requirements are not to be fully enforced until January 1st, 1931. It can hardly be said that the Council is making unfair demands unless we are to affirm that no kind of evidence of teaching ability or of professional preparation should be asked for.

The Play Boys of the West.

That training colleges ought to be suppressed is the view put forward at the Conference by Professor Gruffydd, of University College, Cardiff, and his colleague, Professor Norwood. The former declared with vehemence that students who had graduated under his instruction and thereafter proceeded to take the course in education had their minds ruined in the process. He complained that the theory of education was constantly changing, and he described it as a sequence of "stunts." It is a depressing spectacle for the mind's eye to see the beautiful and symmetrical handiwork of Professor Gruffydd being destroyed by his colleagues in the education department of Cardiff. It is sad to reflect that the theory of education is not yet stationary like the rules of Latin grammar, but fluid and subject to change like the theories of the physicist and chemist. It is true enough that in education we have not yet acquired the standards of measurement which are essential to a science, but chemistry has grown out of alchemy, and it may be that educational science will grow out of our present pedagogy, as this uncertain body of knowledge and practice becomes more and more strengthened by research and experience. Our methods of training are far from perfect, but that is no reason for destroying them with paleolithic instruments from South Wales.

The President on Senior Classes.

Speaking at Reading the President of the Board stated that the children in the senior classes of our elementary schools were often wasting their time and that they had often gained all that the school could give by the time that they were twelve years of age. This statement was regarded with much concern as tending to encourage those who want child labour in industry. An interpretation more consistent with previous utterances of Lord Eustace Percy would have been that he intended to stress the importance of providing improved equipment and wider opportunity in the senior departments. He has since explained in the House of Commons that he has no doubt that children benefit by remaining at school up to the present statutory leaving age. He desires improved organization and better premises, and he reminds us of the difficulty which is found in providing teachers who are properly trained. At present there are many obstacles which prevent us from reorganizing the scheme of education so as to provide appropriate instruction for children of twelve and upwards in the elementary schools. These children are now scattered, often in small groups, throughout the schools, and there is a consequent waste of teaching power. Attempts to transfer senior children to other schools are being resisted on denominational and other grounds, but sooner or later we shall have a reorganization of our system on the basis of nursery schools, junior schools, and senior schools—these last of different types according to the needs of the pupils who attend them.

Headmistresses in Conference.

The Association of Headmistresses held their annual conference at Cheltenham on June 12th and 13th. A correspondent sends us a report from which it will be seen that the discussions were extremely important and valuable. The movement in favour of an honours degree which shall be free from the necessity of extreme specialization will find support from all who are feeling disquieted by the tendency of our modern universities to encourage premature concentration upon a narrow field of study. A similar feeling with regard to the higher school certificate will lead to support for Dr. Brock's suggestion that in this examination there should be greater freedom concerning the number of subjects offered. During an interesting discussion on the report of the Departmental Committee on the Training of Teachers the Conference was urged by Miss Fanner, a member of the committee, to support the majority report and to agree that the kind of training college suggested in the Memorandum of Dissent is not a college at all, but a nightmare. Readers of the Memorandum will probably have observed that it does not emphasize the training college idea as such, but treats the training course as a definite preparation for the work of teaching, as distinct from the more general but indispensable preparation which should precede it in the form of education in school and college where the student mingles freely with those intended for other callings.

Salaries and Pensions.

It is announced that the Board of Education will accept for grant purposes the Burnham award on salaries, subject to the consideration of some minor points. It now remains to obtain from all the Local Authorities the assurance that they will pay on the scales allotted to their several areas. Steps should also be taken to secure the formation of the suggested "pool" from which special payments may be made. While salaries are being finally settled we may hope that the Pensions Bill will become law with certain amendments. These should aim at bringing into the scheme all inspectors and organizers on the ground that they are, or ought to be, teachers, and there should be a clear and simple provision for the inclusion of teachers working in efficient independent schools. The adjustment of the salary and pensions questions will leave us comparatively free to consider our real work.

KNOWLEDGE.

BY LORD GORELL.

*There are no bounds to knowledge : every truth
 Swells like a blossom on the single tree
 Of human life and everlastingly
 Falls in its ripeness on the lap of youth :
 There is no footpath, narrow, stony-lined,
 Leading to knowledge, but the daylight strays
 Through a great woodland down the shadowy
 ways
 In universal beauty to the mind :
 There is no lingering ; restless are the feet
 And never ceasing are the words of Time ;
 Man passes on, surrounded, fall or climb,
 With eddying mists of knowledge incomplete :
 Nothing is absolute but laughter's soul,
 And wisdom's gentle courage is the goal.*

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.

IX.—UNIVERSITY ATHLETICS.

BY WALTER J. BALLS, *Hon. Secretary, University of London Athletic Union, Men's Branch.*

How many people miss the real advantages of a University education! How many come up to college to work and only to work, and how few take their share in the social and athletic life of the University. Many, at the end of three sessions, are content to go down, having obtained a good class honours degree, feeling that they have done what was expected of them; and how false this impression.

At college they find ample opportunities to take an active part in social functions and sports, and yet they pass them by. They do not realise that the real success of their college depends on them. Neither do they realise that the future of the University depends upon their individual attitude to the difficulties with which London University is faced. Not until the students as a whole have made up their minds that they wish the University of London to continue can its function as a University be assured. The ability to act as an examining body is not the real function of a University. There must be that spirit of the home, where the children—the schools and colleges—and the parents—the University of London Union Society and the University of London Athletic Union—are working collectively and individually for the benefit of the family—the University of London.

Mr. Rhys, in last month's issue of the EDUCATION OUTLOOK, outlined the work of the Union Society and in the few words that follow I propose to show how, since its inception in 1906, the University of London Athletic Union has helped forward the great ideal.

Founded to "foster the athletics in London," it has never failed to realise the magnitude of its task. One can hardly conceive of a greater responsibility than that which has been borne by the Athletic Union. With the colleges scattered all over London and even into the home counties, the task has ever been stupendous. In spite of this, however, it has progressed. During its first few years the clubs which displayed the greatest activity were the Yachting Club and the Rifle Club. It was an unwritten condition of membership to the former that members would provide their own yacht, and the standard of the rifle shooting as maintained in the latter was *par excellence*. In 1909 the Secretary of the Union approached the women's colleges with a view to the formation of a women's branch. Since that date the Union has comprised a men and a women's branch, which although working autonomously, are associated by means of a Council which controls matters of common interest to both branches.

Both branches are organized on a federal basis, members being the representative student bodies of the various schools and colleges. The affairs of each branch are managed by committees of undergraduates, committee members being nominated by the affiliated colleges and the approved University Clubs. The number of clubs in existence at the end of last session in the men's branch was nine, and the women's branch had an equal number.

During the past year the University of London Golf, Badminton, and Lawn Tennis Clubs have come into being under the control of the men's branch. Moreover, the past year has been one of outstanding success for the older clubs. The standard of individual performance has merited the selection of men from the Associated Football Team for the English Amateur International XI, and in the Athletic Club there are men who did well at the Olympic games in Paris last year. To outline even briefly the athletic attainments of the University clubs is much beyond the scope of this article. Suffice that much progress has been made in every branch of sport.

This progress is, of course, entirely dependent on the support that the club receives from its members. However enthusiastic the club officers, without the goodwill of the college clubs, a University club must be a failure. Thus, the success of the clubs in the past is convincing evidence of the continued interest that the colleges, and through them the individuals, display in University athletics. As a logical consequence a variation in the standard of athletic attainments must measure, at least approximately, the degree of interest in the University in the constituent colleges.

The successes are all the more worthy when due regard is paid to the difficulties with which the Athletic Union is faced. Its income is comparatively small, and it is still hindered by the lack of a University Athletic Ground. Thanks to a generous gift of £5,000 from Lord Rosebery for the purchase of a University Ground, negotiations have been re-opened, and the Athletic Union has stated its requirements to the Senate Committee. Several possible sites have been investigated, and definite proposals and schemes for maintenance have been submitted. It is hoped that early in next session the Athletic Union may be permitted to give evidence to the Departmental Committee now deliberating on the findings of the Haldane Commission. May the day be not far distant when London men and women will travel regularly to the University Ground to support their teams in the field.

In spite of these difficulties, there is no doubt that athletics in London do play an exceedingly important part in welding the established *esprit de corps* of the individual colleges into a true University spirit. Men and women meeting on an athletic ground and playing for the same side cannot help but feel that they form an integral part of the University. Thus the more the Athletic Union is able to bring the constituent colleges together the more will the University spirit be promoted. The progress of University sport can only result from a fuller conception of the University ideal, and as time evolves the champions of disintegration will find their task becoming more and more difficult. At a not very distant date the University of London Athletic Union and its ideals will be completely representative of the undergraduates of London.

THE FOOTBALL BOOTS.

BY E. PEARSON.

It was our afternoon for organized games, and the two boys were in the small room which we used for a dressing-room and for the storage of such games tackle as the school possessed. I could just see them through the half-open door—Jones, red in the face from exertion and pride, busy putting on his new football boots, and Smith standing by, watching every step in the process with the green eye of jealousy. His own boots were only ordinary ones and well worn at that, the only pair a hard-working mother could afford.

The two boys came out of the room together.

"New boots, Jones?" I asked.

"Yes, sir," he answered proudly.

"Some goals for your team this afternoon," I said, adding "but where are yours, Smith? Not managed it yet?"

"No, sir, can't get enough for them, sir," he answered quietly.

No! poor Smith, football boots don't drop from heaven; times are hard during his father's long and serious illness.

A few weeks later I stood again at the door of the same room, now converted into a receiving office for a Jumble Sale, to take place at the week-end in aid of our Sports Fund.

"What a motley collection!" I was thinking, when a voice behind me said, "Please, sir," and Smith stood before me. "There's a pair of football boots under one o' them parcels, sir. How much d'yer think they'll be? They fit me, sir," he said, all in a breath.

"How do you know?" I asked.

"I saw 'em there. I came in with a parcel and saw 'em and tried 'em on. They're good 'uns, too," he added.

I cast my eye round the room but could see no football boots. "Where are they?" I inquired. "Let me see them."

He made a dive for a parcel in the far corner, and pulled from under it the coveted boots.

"Yes, they are a good pair, Smith," I said thoughtfully.

"They are that," he admitted (being unversed in business methods). "How much, sir?"

"Well, let me see. They must have cost at least ten shillings new," I ventured. "They're very little worn. Suppose we say five shillings?"

His face fell.

"About how much did you think?" I asked.

"Please, sir, I thought about threepence," came his answer, rather slowly and hopelessly.

I had already made up my mind that he should have them, but we do not appreciate those things we obtain too easily; so bidding him put them back, I promised if anything in that line a little nearer the price he mentioned came in before week-end, he should have them. As I locked the door he crept sorrowfully away.

The following day was our games day, and at twelve o'clock Smith came eagerly to my desk.

"Please, sir, have yer sold 'em, sir?" (and with still greater disregard of all my grammar lessons). "Has any more come in?" Then as I shook my head and smiled, "Can I have 'em, sir? How much, sir?"

"I think we'll say sixpence," I said.

"Right-o!" he gasped, and hurried off.

Returning in the afternoon he panted up.

"'Ere's sixpence for them boots," the words came tumbling out as he pushed the money towards me.

"All right," I answered. "Here's the key. Go and get them." And off he darted like a shot.

The game was already in progress when I reached the field. Smith was in the thick of it, his face aglow with heat and excitement. Catching sight of me he dashed out to inform me he had scored, and that the boots were "a snip," and away he dashed back again.

ONE TOUCH OF NATURE.

BY E. D. WARD.

We were sitting idly in a café which looks out on the Piazza, watching with interest the ever-changing crowd before us. All was bustle and brightness, and the red, white and green of Italy was everywhere in evidence. The draped war memorial in the centre of the Piazza would in a few minutes be unveiled by a distinguished General, and every good Italian was intent on paying due honour to the occasion.

A boys' school wound a way, crocodile fashion, towards us through the crowd, and halted solemnly on the edge of the pavement near which we sat.

"I don't like the Italian system of education," said Vincent musingly. "So different from ours. Those boys seem so quiet and crushed."

"Yes," I agreed heartily. "They look as if they do not know how to get up to mischief."

It was hot in the morning sun, and we ordered two glasses of the thin, pleasant Italian beer. Just as they were placed on the table the distinguished General drove into the Piazza. With a blare and a crash the many bands burst into the Italian National Anthem, every head was bared and every eye turned towards the memorial. With others we sprang to our feet, and stood stiffly to attention until the ceremony was over.

"I think we deserve that beer now," said Vincent, fervently, sitting down and reaching for his glass. He arrested his hand in mid-air, dumbfounded. Two empty glasses stood on the table, and two laughing small boys were slipping through the crowd to rejoin their schoolmates on the edge of the pavement.

The Governors of the Central School of Speech Training and Dramatic Art are awarding three scholarships for men students covering exemption from fees for a year's course of Dramatic Training. Preference will be given to candidates who have passed a higher school examination.

LETTERS TO A YOUNG HEAD MASTER.

SECOND SERIES.

BY T. AND B.

III.—THE LAW AND THE PROFESSION.

MY DEAR W.,

You raise many interesting questions in your letter.

First of all, as to accidents. You rightly say that there are bound to be accidents in school. Having regard to the nature of boys, I often wonder that there are not more. You ask whether it is advisable to take out a policy of insurance against accidents. Many companies issue such a policy at a low premium, but it is doubtful how far it affords protection. There is an express proviso that all reasonable care is exercised that the school premises, plant, machinery, etc., are in perfect repair and that all reasonable safeguards against accidents are used. If this reasonable care be exercised and these reasonable safeguards are used, the law protects the school authorities from liability without any need for insurance: whereas, if this reasonable care be not exercised, the insurance company can refuse to indemnify the insurers should they be mulcted in damages. I will give you a case in point. A boy while drilling in the school O.T.C. fell in the playground and damaged his hand. The father sent the doctor's bill to the head master, who in turn forwarded it to the insurance company with which the school insured against accidents. The insurance company declined to pay the account on the ground that all reasonable care had not been taken.

What is meant by "reasonable"? Ay, there's the rub. I should like to get some statistician to work out the annual financial value of the word "reasonable" to the legal profession. It is impossible to define "reasonable." It all depends on the circumstances of the particular case.

Further, as to accidents: you say that the custom has sprung up in your school (so it has in mine and many others) of sending all boys who have met with an accident to one particular master for "first aid." This master has had considerable experience of first aid, and is skilful at it, though he does not profess any surgical skill. Out of the kindness of his heart he is willing to continue this service—and it is obviously one of great value to the school—but the accounts which have recently appeared in the newspapers of actions against doctors for negligence have made him a bit nervous as to his legal responsibility. "I do my best," he says, "but I am only an amateur. Suppose I make a mistake, how do I stand?" You can relieve his mind. A claim for damages could only arise if definite negligence were proved, and the degree of negligence which would entitle a parent to claim damages would have to be a very high one. If a mistake in treating an accident were not culpably stupid or utterly careless, no claim could arise. A master is *in loco parentis*, and if he acts up to the responsibilities of that position, he obtains the protection which that position affords.

The legal position of a head master who punishes boys for misbehaviour on the way to and from school is obscure. "Some say one thing, some say another, but the matter is not yet settled." Personally, I don't worry about it. So long as the punishment which I inflict is reasonable

and just, I have no fear of trouble, whatever my legal position may be. I am inclined to think that you will be safe even legally if it is stated in your prospectus that you take cognizance of the behaviour on the way to and from school. As I said in an earlier letter, you cannot take too much care with your prospectus. It is a very important document, in that it is the basis of the contract between the school and the parent. If you want to play for legal safety, you should in the prospectus define as exactly as possible the relationship between the boy and the head master in what I may call borderland matters. As regards such things as thefts of bicycles, in addition to stating in the prospectus that while a bicycle shed is provided where boys are permitted to leave their bicycles, and while every care is taken, no responsibility for loss or damage is accepted by the school, it is advisable to post up a notice to that effect in the bicycle shed itself.

You say that it has been the custom from time immemorial in your school for monitors to inflict corporal punishment. I will not at the moment discuss the advisability of entrusting such power to monitors, but I can say that the man who told you that it is illegal for monitors to inflict corporal punishment is wrong. There is nothing illegal *per se* in the reasonable (reasonable! "That strain again: it has a dying fall") infliction of corporal punishment by monitors within the following conditions, that it is moderate, not dictated by any bad motive, is such as is usual in the school, and is such as the parent of the boy might expect that the boy would receive if he did wrong.

But it is most important not to understand this as meaning that you as head master can have no responsibility in connection with punishment inflicted by your monitors. You have a very real responsibility. You appoint them. Whatever the method of selecting them, you are the ultimate appointing authority. If you show gross carelessness in appointing, or keep in office one found to be unsuitable, you become a sharer in any wrong-doing by such a person in acting violently or unreasonably or for improper motives.

Have you heard the following? A farmer's son desired to go in for law, and was articled to a solicitor. After three days in the office, he returned to the farm. "Well, Bill, how d'ye like the law?" asked his father. "It ain't what it's cracked up to be," responded Billy gloomily, "I'm sorry I learned it." Yours ever, T.

MY DEAR W.,

You may be quite certain, as T. reminds you, that you will have accidents, lost overcoats and stolen bicycles, and that you will therefore have to deal with parents suffering from loss or hardship which many of them can ill afford to bear. My sympathies are very often with the parents whose careless and unfortunate children thus cause them loss and annoyance. Sometimes, of course, one meets with parents who are unreasonable and too ready to attempt to transfer their burdens to the shoulders of the school, and some, of course, are quite

unfair and unscrupulous. It is these latter cases that are most likely to cause you inconvenience. Such cases usually come before the Legal Committee of one or other of the professional organizations and I have always wondered why the various associations do not combine to secure for their members adequate legal assistance in difficult cases. The Incorporated Association of Head Masters is always willing to give advice and to secure opinion of Counsel in difficult cases before doing so, but it has nothing like the same resources as, say, the Legal Defence Committee of the National Union of Teachers. The doctors, on the other hand, have the advantage of unity. Nothing is stronger among the doctors than their organization for legal defence. The whole resources of their professional society are behind any member who may be attacked. Indeed, some people think that this form of trade unionism is so efficient as to be a positive harm to the general public. It may, it is true, be used occasionally to shield the incompetent, but it does afford the average member of the medical profession the comfort of knowing that he is protected where he might otherwise be the victim of fraud or revenge.

Now the difficulty of any real and effective co-operation of teachers' associations is the diversity of the work of teaching, and the class consciousness of the various schools of teachers. It is only in countries like Scotland that the word "teacher" has a connotation wide enough to include the university lecturer and the village school master. It is in this country a far cry to professional unity. The Teachers Registration Council appears to be at present the only body that is doing any serious work in this direction. I suppose you are registered? You certainly ought to be. If you are not, you will find, in 1931, things will be much more difficult, so at least you have six years in which to repent. You cannot expect people will believe in the reality of your plea for unity unless you take the nearest practical step available.

We are a quaint lot when we all assemble, as happened at the instance of the T.R.C. the other day, when all the appointing bodies sent representatives to a conference. I am afraid the speeches of the university representatives had a depressing effect. So far as one could see the university representatives were perfectly willing to support the registration of teachers, with two reservations—one was that the university teachers themselves were not to be expected to register and, if they did condescend to register, it was not to be demanded of them that they should have had any course of training. In the second place they were willing to support the Register provided that there was no professional advantage given to anyone who was registered. For myself, I found much more satisfaction in the congenial "spirits" on the platform rather than amongst the more conservative "bodies" represented on the floor of the House.

After all, the profession is what you and I and all the other working teachers in the country make of it. The teacher is of national importance only because he devotes his life to making learning more accessible, higher in aim, more broadly based and more socially useful to others. He is, or should be, a specialist in life. He must live a full and generous life himself, see life steadily and see it whole or he will be a false guide. He is not merely, as some people would have him to be, the community's servant, obeying the community's orders and reflecting

the community's ideals. He is that, of course, but he is more. He must recognise capacity and give it its opportunity for he is a prophet and an assessor. He makes or mars the generation he has under his charge. No teacher is worth his salt who does not, every time he stands before his class, give something of himself to make his teaching vital.

The scope of any Society is always difficult to define. The boys who were apprenticed in the old days as pilots were apprenticed to "the trade, occupation, employment, or mystery of ship's pilot." Pharmacists are still defined as those "whose shops are kept open for the retailing, dispensing and compounding of poisons." Perhaps we could get the Editor to offer a prize for the best definition of the profession of teaching.

I am persuaded, in my own mind at any rate, that the greater part of our inspiration comes from our pupils. I was taking a lesson the other day with a middle form on dramatic construction, and showing that change in the situation or the unexpected was the essence of the dramatic. I had the ordinary illustrations in the dramatic changes in the careers of Cinderella and Dick Whittington, and finally was rash enough to ask for any suggestion which would give the present lesson an unexpected turn. I was greatly cheered by the suggestion of one boy, who said, "Make it a free period, Sir."

Yours, B.

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

JULY, 1850.

From an editorial article on "The Uneducated."

"Where are they not? In learned corporations, universities, and schools; in churches, wherein the nation provides for souls; in law courts, that defend its property; in hospitals, that receive its sick; in the literary circles, where intelligence concentrates; in the markets, where wealth develops; in the streets and fields, where physical force toils and strives. Here, and everywhere, the uneducated throng and flock, bluster and blunder, and, above all, thrive. That is, with conventional thriving; with honours so called, diplomas and places, possessions and position. Not that these things are all counterfeit. For the most part, they are the accredited and fair symbols of what they represent—technical learning, the divine's theology, the lawyer's jurisprudence, the physician's medical science, the statesman's policy, the merchant's commerce, the tradesman's craft, the little art of the day-labourer's toil; but the image and superscription of education they never have borne, and they never will. . . ."

"The masses of men who succeed in the various callings and professions, when judged fairly, will be found uneducated. The life of the man sacrificed to the profession, the all-embracing powers of the mind confined and cabined in a technicality. This is so true of the masses who succeed that, for the most part, the few educated men society possesses will be found among those who fail in the prescribed careers of social life. The full and beautiful development to which they attain is purchased at the cost of honours and possessions."

ASSOCIATION NEWS.

The Teachers Council.

At an important Conference of Appointing Bodies, held at the University College, Gower Street, on Saturday, the 13th June, the following resolutions were carried.

- (1) That since the Teachers Registration Council, as authorized by the Education Act of 1907, and constituted by an Order in Council of 1912, was called into existence for the express purpose of forming and maintaining a register of qualified teachers, and since 72,780 teachers representing every branch of teaching work have been registered out of 75,700 who have voluntarily sought admission, there is proof of a widespread desire on the part of teachers to see the work of teaching established as a profession, comprehending all classes of teachers and with recognized standards of admission to the service, and therefore the work of the Council should receive recognition and support from the public authorities and others charged with the control of schools, in order that there may be due safeguards against the employment of unqualified persons in the important work of teaching.
- (2) That the Board of Education be asked to co-operate with the Teachers Registration Council in determining the educational attainments, whether tested by examination or otherwise, to be recognized as leading to full qualification for admission to the Official Register of Teachers and for service in State-aided schools.
- (3) That inasmuch as the work of the teacher calls for professional preparation in addition to educational attainments the Teachers Registration Council should proceed to frame, as a condition of registration, detailed requirements concerning training in teaching, with the proviso that these are to become fully operative on January 1st, 1931, until which date the requirements should permit of the admission of teachers who produce satisfactory evidence of experience and educational attainments (including recognition by the Board of Education as certificated teachers in public elementary schools).
- (4) That on and after January 1st, 1931, no person (save as provided in Condition XII*) should be admitted to full registration who does not produce evidence of having reached a prescribed standard of attainment and also one of the following :—
 - (a) Of having passed successfully through an approved course of professional training in an institution recognized by the Council for this purpose; or
 - (b) Of having served as a graduate teacher or as one holding equivalent attainment for at least one year in a school which is recognized by the Teachers Registration Council for this purpose; together with evidence of having shown competence as a teacher and of having pursued a course of study in the principles and methods of teaching to the satisfaction of the authorities of a training college or department of education attached to a University or University College in Great Britain, or to such other University, Institution of University standing, Technological or Commercial Institution as may be approved by the Council for registration purposes; or
 - (c) Of having served for one year as a teacher in any University in Great Britain, or in such other Universities, Institutions of University standing, Technological or Commercial Institutions as may be approved by the Council for registration purposes, together with evidence of having shown competence as a teacher.
- (5) That the local education authorities and others charged with the control of education be asked to co-operate with the Council by appointing as teachers those who are registered or are otherwise in association with the Council in preference to those who have not obtained such recognition, and that the Board of Education be asked to support them in giving this preference.

* Condition XII provides that applicants may be accepted for admission to the Register in exceptional cases as teachers of distinction, provided that full particulars are submitted to the Council and that a special resolution admitting the applicant is carried by a majority of two-thirds of the members present and voting.

Head Mistresses Conference.

Yet another link was added to the chain which, for over half a century, has bound in friendship the Association of Head Mistresses and the Cheltenham Ladies' College, when the Association's fifty-first annual meeting was held in the Princess Hall on June 12th and 13th, under the chairmanship of the President, Miss F. R. Gray, M.A., J.P., high mistress of St. Paul's Girls' School. As the hostess, Miss B. M. Sparks, reminded her guests, the conference had met at Cheltenham four times—thrice during the principalship of Miss Dorothea Beale (in 1877, 1891, and 1899), and in 1913, when Miss L. M. Faithfull was hostess. The numbers attending these meetings had been 19, 72, 99, and 226. This year some 350 members were present (including six past presidents). The meeting marked a great advance, both in the broadness of outlook shown in the discussions and in the coherence of the papers. Not that in the past narrowness of vision has been apparent—far from it. The head mistresses have always stood for freedom and for progress not only in school but in a larger sphere.

After hearing Miss Coward's statesmanlike and constructive paper on "The Teaching of Public and Personal Hygiene," and listening to the enthusiastic applause which greeted her points, it would be, indeed, only a lying critic who would suggest that school marms concern themselves with a little life, far removed from the real life of to-day.

Miss Coward moved a resolution :—

"That in the opinion of this conference it is desirable that the subject of public and personal hygiene should find a place in the curriculum of all secondary schools."

She said that life was far more difficult for their girls to-day than it had been for them when they were at school. It took a wise person to live satisfactorily in the stress of the modern world, and it was their business to send out their girls equipped to take their part in the full life of to-day. Woman's position in the world to-day was a more prominent one than ever it had been in the past. The interest of their pupils must be stimulated before they left school in the large questions of the health of the community, *i.e.*, in public hygiene. The majority of the girls were to become home-makers. How could their houses be run intelligently if they had no knowledge of the organization of the public health service (they must realise, for instance, why they did not throw cabbage remains in dustbins), if they knew nothing of the regulations relating to rules of health of the community? How could they be true citizens, using the opportunities which they had been lucky enough to inherit, if they had never heard of nursery schools, baby clinics, welfare centres, conditions of work-people, housing and town planning? The knowledge of these important questions meant wider interests for the girls themselves. In this way were they not giving the girls a most priceless possession which in itself might lead to better health in the individual. She was not pleading for detailed knowledge on those wide practical subjects. All she felt that they could do was to arouse an intelligent interest by a few lessons and discussions, by asking pupils to hunt out relevant matter from the newspapers, by taking them to see local waterworks, factories, etc. This was of such vital importance that they could not afford to neglect it in preparing their girls to take their right place under modern conditions.

The teaching of personal hygiene did not include any class lessons on the hygiene of sex. The foundations for that were laid by a general discussion on protoplasm, the characteristics of living matter, reproduction in plants and animals, and the physical basis of inheritance and heredity. But sex relationship could only be dealt with individually, if not by the parents, then by the school doctor or head mistress.

Looking forward to see what the effects of the teaching of public and personal hygiene on the future would be, she did not think it was too optimistic a picture when she said that she firmly believed that such teaching would have far more lasting effects than most subjects of the curriculum. As a consequence, the children of the next generation were bound to be healthier and their outlook on life more sane and more understanding. They wanted to put before girls a vision of the well-balanced woman with the clear, fresh outlook which only healthy people could have, to make them see the true dignity of health rather than dwell on the measures for curing disease. The laws which governed the building up of the healthy citizen were of

vital importance. On the whole, the physical heritage of the secondary school girl was good; they must help her to develop it into the best.

After an interesting discussion the resolution was carried unanimously.

The President's address sounded a similar note, though in a different key. Miss Coward made plain that sympathy, born of knowledge, can afford an education in citizenship; whilst Miss Gray stressed the need of true religion and sound learning in building up the character who is to live not to or for herself alone, but as a member of the community. The teacher—not for her sake but for the sake of her pupils—was before the conference all the time, although disguised, to the lay mind, under most misleading titles. For instance, when the report of the representatives on the Teachers Registration Council was presented and Miss Lowe (Leeds Girls' High School) gave detailed explanations of the somewhat technical resolutions which were to be submitted to the Council's Conference in London on the following day, it became evident that the object of the Teachers Registration Council is to secure for the teachers of the country proper qualifications and training—in order that their pupils might not suffer from contact with minds unprepared to give them the best. She assured the conference that No. XII of the Conditions of Registration already safeguards the ideal teacher whom every head mistress seeks.

In felicitous speeches, Miss Sara A. Burstall, M.A., J.P., and Miss M. K. Bell, B.A., late head mistresses of the Manchester and the Sutton High Schools, were proposed for election as associate members. Miss Burstall was present to acknowledge the tribute to loyal service. There followed a word-picture by a past president (Miss Douglas) of the personality and work of the late Miss E. A. Shekleton, head mistress first of Bath and then of Redland High School, founder of the Western Branch of the Association, whose memory was honoured by the conference standing for a few moments in silence.

It was possible for this year's conference to be almost entirely educational in matter, for since last year, as Miss Strudwick (City of London School for Girls) reminded the meeting, obstacles have been removed by Lord Burnham's Award, and a further advance is looked for in the expected amendments to the Teachers (Superannuation) Bill now before the House of Commons. The statement that the President of the Board of Education had expressed on the second reading of the Bill his willingness to consider an earlier retiring age than sixty was greeted with applause.

The last hour of Friday's morning session was spent in consideration of the means of disposing of minor educational and administrative difficulties of a head mistress, Miss Hanbidge (Central Foundation School), Miss Ironside (Sunderland High School), and Miss Major (King Edward's High School, Birmingham), skilfully suggesting solutions of problems propounded on behalf of younger members of the Association by Miss Harding (Rotherham Municipal High School), Miss Westaway (Bedford High School), and Miss Oakden (Notting Hill High School). It was on Friday afternoon that a discussion took place on the kind of second examination suitable to the average sixth form girl, and Dr. Brock (Mary Datchelor School) proposed, and Miss Barrie (Wallasey High School) seconded, two resolutions, which were carried, viz. :—

"That there should be elasticity within each second examination with regard to the number of subjects taken; that the minimum number of subjects be three and the maximum five, the minimum number of main subjects to be two and the maximum three."

"That so long as four subjects are necessary for Intermediate candidates who desire to qualify for Intermediate Arts or Science by the Higher School examination be allowed to offer for this purpose four subjects at main subject standard or three subjects at main subject standard together with Latin or Geography on the Intermediate syllabus."

In proposing the adoption of the annual report, the President referred to an event which had taken place since it was sent to press, and repeated applause greeted the announcement of Miss Major's appointment as Mistress of Girton. In her impromptu acknowledgment, she suggested that her appointment was of the nature of "a leap in the dark" by Girton, adding "I would rather belong to a rash college than to a college which would take no risks."

A resolution was carried affirming "That the services of a secretary are needed in every secondary school if the efficiency of the school is not to be endangered."

Friday closed with Miss Fanner's account of the week spent in Paris during the Easter holidays by ten members of the Association, guests of the French Government, in visiting French schools and becoming acquainted with educational conditions in France. Miss Kidd (Maidstone Girls' Grammar School) on Saturday read a paper describing in detail the "Secondary Education of Girls in France."

A memorable event on Friday was the welcome of Lord Askwith, Chairman of the Council of the Cheltenham Ladies' College. Memorable, also, was the visit after tea to Tewkesbury Abbey, and the coolness and quiet of the great Norman pillars of the Nave, the unique Western Arch, and the greenness of the Close. Friday evening's reception in the college and its grounds by the Council and Principal was much enjoyed, both by members of the Association and other visitors. In the Princess Hall members of the staff gave a concert, whilst in one of the smaller halls the working of Palmer's school cinema was demonstrated.

On Saturday Miss Fanner opened a discussion on the Report of the Departmental Committee on the Training of Teachers, and urged the conference to give support to the findings of the majority. She offered some severe criticisms on the proposals of the memorandum of dissent, but spoke warmly in favour of the abolition of the grades of supplementary and uncertificated teachers. She held that the main deterrent to recruiting teachers for elementary schools was to be found in the requirement that every teacher must be prepared to teach every subject, while another grave deterrent was the periodical over-supply of teachers, due to our haphazard methods and to the uncertain policy of the Board of Education. She concluded by urging the members of the conference to bring before their pupils the importance and value of the work of the teacher in public elementary schools.

This served as a natural introduction to the papers which followed on "Some Deficiencies in the Training of Teachers," read by Miss Steel (The Royal School, Bath), and on "The Education of a Teacher," in which Miss Wise (Norwich High School) made constructive proposals.

Miss Lambert, of the C.M.S. Boarding School, Foochow, urged the needs of China, and said that anyone who went out to teach in that country would have a very happy life.

International Moral Education Congress.

The fourth meeting of the International Moral Education Congress (following on the meetings at London, 1908, the Hague, 1912, and Geneva, 1922), will be held at Rome, April 16th to 20th, 1926, under the presidency of His Excellency Senator Prof. Vittorio Scialoja, Italian delegate to the League of Nations. Besides discussing the question, left over from Geneva, of better methods of history teaching, the Congress will consider two chief topics: (1) The possibility of a universal moral code as a basis for education; and (2) Personality: the means for its developments in the family, schools, and the world. On each of these topics two principal essays will be printed at an early date, and groups of writers will send in commentaries on these essays, and the whole series will be presented in printed form to delegates at the opening of the Congress. A special effort is being made to include Asiatic writers among the contributors. Discussions will be conducted in Italian, Spanish, French, German, and English. The secretary of the Italian Committee is Prof. Francesco Orestano, Roma (34), via Brenta, 2, and the secretary of the International Executive Committee (whose chairman is Sir Francis Younghusband) is Mr. F. J. Gould, Armorer, Woodfield Avenue, Ealing, London, W.5. Detailed programmes will be issued later.

Institute of Hygiene.

The new premises of the Institute of Hygiene, at 28, Portland Place, were opened last month by Princess Mary (Viscountess Lascelles). Sir Thomas Oliver in his address of welcome said the Institute was founded twenty-one years ago, and one of its objects was the promotion of education in personal and domestic hygiene. The Institute attached great importance to the education of children in the elementary principles of hygiene. In addition to holding examinations for teachers in schools, lectures were given to the public by men and women of experience and professional standing, and it was to advance these activities that the new building had been secured.

ART.

BY RUPERT LEE.

The Hudson Memorial.

If the idea of the promoters of the Hudson Memorial scheme was to make Hudson not only remembered but even more widely known they cannot complain of the success attendant on their activities. It is highly amusing to regard the number of newspaper men who have been slopping over, men who do not know the difference between an eagle and a vulture and who probably detest both, who yet can sob over "Hudson, the great bird-lover." But when critics belonging to the signed article class begin to throb in unison with the "great heart of the people," the serious man experiences a feeling of nausea. To Mr. Tatlock (writing, I believe, in *The Telegraph*) I recommend Hudson's essay on "The Great Dog Fallacy," for since he says that Mr. Epstein has not "interpreted" the spirit of Hudson I can only assume—if it means anything at all—that Mr. Tatlock is not immediately familiar with Hudson's works. Whether Hudson himself would have liked the memorial is, perhaps, beside the point. Apart from the fact that few men are in a hurry to see their own memorial going up it is well known that very few literary men have any sense of arts other than their own. If the Mr. Lascelles Abercrombie who writes as a "professor of architecture" is the same who has written some charming minor poems, perhaps his literary genius blinds him to the folly of his remarks about the carving. To ridicule Epstein for having clung to a dead faith in the childlike and naive is a wild and hazardous statement so inappropriate as to cause us seriously to wonder whether the critic has really seen the memorial or whether he is judging it from having read back numbers of the *Morning Post*. I am not prepared to say that the sculpture is not open to certain minor criticisms, but they are of such a different sort as lead me to suspect a certain malice in the one just mentioned. It is a pity it should have been made, and it is particularly disturbing to reflect upon its source.

I should expect that the majority of unbiased judges would agree that this Sanctuary was of an imaginative and dignified character. The setting is particularly happy, the architecture is simple, practical, and effective, and the sculpture falls naturally into place. The packing of forms against the upper border, which has been so adversely criticised, is in fact a stroke of genius. I cannot understand how anyone can miss its intention or fail to see how effectively and strongly it carries on the upper border of the altar, making a horrid moulding unnecessary. I feel that the figure is full of dignity and imagination, and the eagles (not vultures) have nothing about them that contradict Hudson's widespread and acute appreciation of bird life. I feel a certain weakness in the design on the right-hand side of the panel, but as no critic has mentioned it I don't feel called on to discuss it here. The promoters are much to be congratulated on having succeeded in placing in London a monument of real beauty.

COMPETITIONS.

MAY RESULTS.

I. "Memories of a Training College."

A disappointing set of essays, one of which was an unsuccessful attempt to suggest that mere existence is a training for teaching.

A Prize of HALF A GUINEA goes to:

MISS J. A. JENKINS, 139, Heathfield Road, Handsworth, Birmingham.

II. "A Story of Buried Treasure."

The judges have entered a solemn protest against being asked to read the essays of whole forms, but the general level was very good, and the heavy task resolved itself into an effort to discover a story which was good in itself and novel in idea. Scores of competitors buried gold or jewels on remote islands or between secret panels or in caves.

The First Prize of TEN SHILLINGS goes to:

HELEN DAWKINS (15), Girls' Grammar School, Wembley, for a charming allegory in which the treasure was happiness found in helping others.

The Second Prize of FIVE SHILLINGS goes to:

HENRY JENKINS (13), County School, Hornsey.

A Special Prize of HALF A CROWN is sent to:

EUNICE WATSON (14), Lynnmouth College, Leytonstone.

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 1,100 words or less on

University Dons as Teachers.

(The prizes will probably go to those who send the best reasoned criticisms of the methods and results of University teaching.)

II. For competitors under 16 years of age.

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

A Drawing of a Jolly Baby.

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, and prizes may be divided or withdrawn at his discretion.

The last date for sending in is the 1st of August, and the results will be published in our September number.

MUSIC.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

RECORDS SUITABLE FOR YOUNG CHILDREN.

The following records are useful for similar lessons to those indicated in our April, May, and June issues in connection with the Nursery Rhymes. Considerable time will pass before all the possibilities of the latter have been exhausted, and it will, therefore, be advisable, after the initial lessons, concurrently to introduce these new records as a change and to enlarge the musical horizon. Additional points most easily apprehended in each record are shown in the notes. The numbers are those of the Columbia catalogue.

- 3223.—Stephanie Gavotte—Celesta (tinkling bell-like sounds), contrasted tunes, return to chief tune. (3/-)
- 2577.—Beethoven's Minuet in G—Contrasted rhythm of middle section; violin and pianoforte. Bach's Gavotte in E.—Contrasted sections; violin and pianoforte. (3/-)
- D-1420.—Schubert's Moment Musical.—Contrasted character; violin and pianoforte. Tschaikovsky's Chanson Triste. (5/-)
- 963.—Bach's Air on G string, violin and string quartet, contrapuntal accompaniment; Schubert's Ave Maria, violin and pianoforte accompaniment, first in chords and then in arpeggi.
- 2446.—Gounod's "Soldiers' Chorus" (Faust); Wagner's "Pilgrims' Chorus" (Tannhauser). Military bands. (3/-)
- L-1558.—Bach's Suite for Flute and Strings.—Contrasted dance tunes. Flute. (7/6).
- L-1324.—Haydn's "Gipsy Rondo."—Violin, 'cello, and pianoforte, return to chief tune. (7/6)
- L-1208.—Bizet's "Carmen" Overture.—Contrast of sections. Orchestral families. (7/6); Entr'acte, Act 2.
- L-1436.—Rossini's "William Tell" March.—Contrasted characters; Mascagni's Intermezzo ("Cavalleria Rusticana").—Harp.
- 467.—Tschaikovsky's Overture and March ("Casse Noisette").—Contrasted tunes. Brass and wind instruments. (4/6)
- 468.—Tschaikovsky's Danses de la Fée Dragée, des Mirlitons, Chinoise, et Russe ("Casse Noisette").—Celesta, flutes, and orchestra. (4/6)
- 469.—Danse Arabe and Valse des Fleurs ("Casse Noisette").—Harp, French horns. (4/6)
The "Casse Noisette" records are all good for "Story Music."
- D-1445.—Beethoven's Rondino.—Violin and pianoforte, recognition of chief tune. (5/-)
- L-1515.—Beethoven's Rondino in E.—Woodwind and horns; Bach's Gavotte in E.—Strings. (7/6)
- 368.—Elgar's "Land of Hope and Glory." (4/6)
- L-1437.—Handel's Water Music.—Trumpets, oboe, strings, wood. (7/6)
- L-1071.—Elgar's Violin Concerto.—Andante. Background and foreground. (7/6)
- L-1539.—Beethoven's Allegretto Scherzando from Eighth Symphony.—The tick, tick, tick of the background of woodwind against the dancing of the string tune. (7/6)
- L-1132.—Mozart's Minuet in D.—Horns, flute; Grieg's Symphonic Dance. (7/6)
- L-1565.—Mozart's Minuet and Finale from Symphony in E flat.—Clarinet. (7/6)
- L-1449.—Beethoven's Scherzo and Finale from Third Symphony.—Horns. (7/6)
- L-1196.—Wagner's "Tannhauser" Overture.—Woodwind, trombones. (7/6)
- L-1478.—Mendelssohn's "Hebrides" Overture.—Two contrasted tunes and their repetition towards the end. Development. (7/6)
- L-1115.—Mozart's Overture to "Figaro."—Two contrasted tunes and their repetition. (7/6)
- 901.—Delibes' "Coppelia" Ballet Music.—Instrumentation. (4/6)
- 2321.—German's Dances from "Henry VIII."—Contrast of sections. (3/-)
- 2686.—Grieg's "Peer Gynt."—Morning and Death of Ase. Music. (4/6)
- 2687.—Grieg's "Peer Gynt."—Anitra's Dance and the Hall of the Mountain Kings. Music. (4/6)
Illustrating a story.
- 1402.—German's "Nell Gwyn" Dances, Nos. 1 and 2. Military Band. (3/-)
- 1409.—German's "Nell Gwyn" Dances, No. 3, and Dvorak's Humoreske. Military Band. (3/-)

A Useful Exhibit.

At the Bath and West Show recently held at Maidstone the Kent Education Committee organized an important exhibit illustrating the work of elementary, secondary, technical, and art schools, as well as of agricultural education. It was the first occasion on which so important an exhibit relating to all forms of education had been organized at the Bath and West Show, and great interest was aroused among the general public, many people expressing surprise at the variety and quality of the work which is done by pupils attending schools of various types.

The main exhibit was housed in two large huts—one of which was devoted to elementary and secondary schools and Goldsmiths' Training College, and the other to technical schools, schools of art, and the work of juvenile employment and welfare. In addition to this, the special work undertaken by the Committee for Agricultural Education was illustrated, as well as that of the county library.

Throughout the duration of the Show, large numbers of people visited the huts containing the exhibit. Many enquiries were made in regard to the educational facilities provided by the committee, and visitors frequently declared that they had never before realised how extensive and varied were the opportunities afforded by the County system of education.

SCHOOLCRAFT.

MODERN LANGUAGES IN SCHOOLS—SOME CONDITIONS OF SUCCESSFUL TEACHING.

In the following article a successful teacher of modern languages in one of our best-known public schools offers hints as to general method.

To enable the fullest benefits to be obtained from the scheme outlined below, the writer pre-supposes that three conditions are fulfilled. The first, that the teachers are specialists in their subject, with a sound knowledge of phonetics and a full understanding of, and a full sympathy with, the outlook of the people whose language is taught. The second, that a properly graduated course runs throughout the school, and, finally, that classes are of reasonable size.

The first point is the time allotted to the first foreign language learnt. For pupils of 10-14 one period of three-quarters of an hour every day should be the minimum. The average boy or girl has not had a foreign governess or spent holidays abroad. The early stages in the learning of a foreign language must, perforce, be intensive. Correct pronunciation—not a matter of small importance as some would have us believe—will require time and patience, whatever the method employed, whether phonetic script or regular sound drill of syllables containing the commonest spelling forms of each vowel sound. Such drill must be combined with the reading and learning by heart of verse or prose fitted to the age of the class. Reading of the text, the acquiring of vocabulary and idiom, the learning and application of grammar, regular practice in dictation, to say nothing of discussions on mistakes in the written work, will amply fill the six periods of the week. There are many calls on the time table, but these periods should be amongst the first lessons of the day. Such an allotment should enable a pupil of average intelligence, by the age of 14, to have a reasonably large command of vocabulary and idiom, and also a good working knowledge of elementary points of grammar, so as to be able to devote more time to the reading of texts, to the further acquisition of vocabulary and idiom, and to the writing of continuous prose (not reproduction) in the foreign language. At this age the pupil will usually find that a choice has to be made between higher mathematics, science, Greek, or another modern language, and, consequently, the six periods allotted to the first language will be reduced in number. The minimum, in the case of the first language, should be four, and the new one should be given six periods a week up to the time that the pupil has passed, say, the Oxford and Cambridge School Certificate Examination. To return to the first language. Consideration must now be given to the critical study of texts, from the point of view of grammar, style, and, in the case of plays, the composition and the characters. Time, too, must be found for *viva voce* translation of idiomatic sentences and of continuous prose. Written unseen, than which no exercise is more valuable for the training of the pupil's style and critical powers, must now be regularly practised. Such a foundation should enable a pupil, by the time the fifth form is reached, to read with understanding and pleasure selected texts from great authors.

Initiative and self-reliance are best encouraged by voluntary work. There should be in the school a library of books in the foreign tongue suited to the age of the

pupils, and under the control of the master, helped by a volunteer chosen from the class to act as librarian. Comments on the books should be invited so that dull or unsuitable works may be replaced by others of greater interest. The pupils should be made to feel that they have ready access to the books, and that every effort will be made to find a selection that will appeal to them. Pupils from the fifth form and upwards should have access to the school reference library, where they should find a selection of foreign daily, weekly, and monthly journals. A reading society would foster the desire to perform plays in the foreign tongue.

The Englishman's insularity is justly proverbial, and no scheme, such as the one under consideration, can be complete without at least one language room. An atmosphere of the country, the language, literature, and history of which are being studied, should be created with the help of portraits, views, and, if possible, of busts of great authors. Storage room for maps and charts must not be forgotten. The pupil should feel such an atmosphere as the room is entered. The effect of environment is too often overlooked. With the ice thus broken the English pupil, when the opportunity comes for a trip abroad, whether on business or on pleasure, will possess a more sympathetic understanding of the foreigner's point of view. It is the duty of the schools of this country to do everything in their power to sow the seed from which may arise some day the tree whose leaves shall be for the healing of the nations.

S.O.S. of British Women.

The Society for the Oversea Settlement of British Women has issued its fifth annual report, and its informative pages will repay reading by all who are interested in the working of the Empire Settlement Act of 1922. In 1923 there were 31,089 more men emigrants than women, but in 1924 this excess was reduced to 9,100—mainly one can guess through the good offices of the S.O.S.B.W. Some interesting tables are contained in the report and the classification figures on page 38 show that out of a total of 1,577 women who sailed through the help of the Society, 102 took up teaching appointments—excluding the seventeen who entered private families as governesses. Educational authorities throughout the Empire, as may be seen from page 13, are evidently becoming confident in the Society's ability to help in the selection of suitably educated women for public scholastic positions. The Society has representatives in every important town in the Dominions—and enquirers can always rely on getting clear and up-to-date information about openings in any part of the Empire for teachers, hospital nurses, household workers, agriculturists, and home helps. The report should make a useful reference book for head mistresses who are seeking helpful information for any girl who is leaving school and who may be contemplating becoming an "oversea settler."

The address of the Society is Caxton House (West Block), Tothill Street, Westminster, S.W.1. Enquiries should be addressed to the General Secretary, Miss A. C. Franklin; or to the Publicity Officer, Dame Meriel Talbot, D.B.E.

Mr. A. A. C. Burton, M.A. (Oxon), B.A. (Lond.), senior classical master at Preston Grammar School, has been appointed head master of Burnley Grammar School.

COLLECTIVE COMPOSITION.

BY ARTHUR G. LUCAS, M.A., *Municipal Secondary School, Merthyr Tydvil.*

Nowhere has there been more marked progress in the schools than in the subject of the composition. Far away are the days when to meet the requirements of the code it was requisite that teachers should have on hand a stock of anecdotes to be read to the class and reproduced by the long-suffering pupils; gone, too, is the day of the essay on one or other of the virtues; an autobiography of a scarecrow awakens a very different response from an imaginary dialogue between a student of literature and a student of science, each maintaining the superior interest and utility of his favourite pursuit.

A beginning was made in our collective effort with the suggestion that the class should compose a serial story with as many chapters as there were boys available. A special book was prepared, and in place of the normal composition exercise week by week every boy in the form added his contribution to the tale. Certain rules were laid down, all of which were scrupulously regarded by the authors, none of whom exceeded thirteen years in age; the preceding chapters were to be carefully read, each section was, of course, to be consecutive and of a more or less standardized length, the name of the new section was to be added to the list of contents, and the title of the whole was to be provided by the last contributor, who chose, as being most appropriate, "In Quest of Buried Treasure," a tale of the southern seas! Undoubtedly the whole production was influenced by the cinema, but a knowledge of "Treasure Island" was also revealed. The list of contents was enthralling. It began with "The Story of the Chart," continued through "A Turn of the Tide," and "Betrayed," and concluded with "The Finding of the Treasure," when treachery reaped its due reward, and virtue and heroism received their due recompense.

The General Election provided an excellent opportunity for collective work, both in oral and in written composition, and was especially welcomed, since the previous municipal elections had supplied a convenient rehearsal. Two candidates and their returning officer were nominated from the class, and it was announced that in the next composition lesson a sort of debate would be held, when candidates and their supporters would speak; questions might be put, and finally a vote—always the most popular of classroom operations—would be taken to decide upon the successful candidate. All speeches, questions, and so on were to be written out; these were collected at the end of the meeting and formed quite a large body of work; the addresses were surprisingly good, often running to several pages of exceedingly well-prepared and carefully-planned argument. What is, perhaps, more important in this connection is that every member of the class had shared in the work, the attempt being made to assign to every boy the particular task for which he was most fitted; as much honour was paid to the pupils who prepared the election posters as to those who spoke or "heckled" most successfully. The actual composition was good throughout, because the composers had no need to feign an interest in the work; to them it was a vital matter, for, according to their own efforts, would be the success or failure of their chosen candidate.

The next demand from the class was that it should provide itself with a magazine. With us the question of a school magazine had been a hardy annual, never satisfactorily solved; the cost of printing was prohibitive; and cyclostyled work, suitable for distribution to two hundred odd pupils, failed to provide an adequate solution. As a compromise was suggested a form magazine, collective composition again, of which it was arranged to type sufficient copies for class circulation; this was done with good effect. An editor was appointed, and he produced a charming little editorial, claiming that great oaks from little acorns sprang, and that there was no reason why the class should not aspire to greater things. Form news, school news, sporting intelligence, all were allotted to various members of the class, competitions with a competition editor being a popular feature; the accredited poet of the class produced a ballad for the occasion, and the best raconteur a new and original short story. All shared in the work, since every boy had at least to provide two jokes and to make an attempt at limerick writing. The finished production was an admirable piece of work and won enthusiastic tributes from its composers, who were justly proud of what they had accomplished in a bare fortnight; at any rate, all the other classes are now clamouring for magazines of their own.

Finally, some mention may be made of what are rather group activities than actual class composition, cases where the body of the work has been accomplished by two or three pupils, the other members of the form making as critical an audience as were the groundlings of the Globe in the days of one William Shakespeare. We had always been interested in play-acting and play-writing, and the challenge to put a piece of work into dramatic form was never refused. One of our most successful efforts was founded on Chaucer's old-time legend of the Pardoner, the tale of the rioters three, who went boldly forth to seek that "privee theef, men clepeth Deeth!"

The simple outline of the narrative was given to a small group of boys, and they in turn first wrote at home and afterwards acted in school the story as it had appeared to them. There was a verse prologue, then a succession of scenes in prose; first, a village inn where the action commences; next, a gnarled oak in the forest amongst whose roots the treasure was found amidst general exultation; and, finally, a well-conceived and cleverly arranged scene where death inevitably came upon all the roysterers; last of all, there was an epilogue in verse, not ill-imagined for a boy of twelve, some lines from it being, perhaps, worthy of quotation:—

"With silent footsteps and with stealth,
Death comes to all who seek for wealth;
These men with greed and lust for gold . . .
Have on the paths of pleasure trod,
Have shunned the way that led to God.
Beneath his wings Death hides the fools,
His shattered victims, aye, his tools:
Ye men, take warning while ye may,
To Heaven there's but one narrow way!"

EDUCATION ABROAD.

FROM ENGLISH SCHOOL TO CANADIAN FARM.

By E. L. CHICANOT.

Author of "University on Wheels," "Elementary Teaching in Western Canada," "Canada's First Bakery School," etc., etc., etc.

Western Canada is one of the most romantic, most cosmopolitan and most democratic areas of the globe. The lure of the great open spaces has drawn together there men of every race, class, and condition and welded them into the one great, democratic army which tills the soil. Farming in Western Canada is a profession which knows no rank or degree. Some it elevates to the dignity of followers of the world's first industry. All it levels in the pursuit of a common objective. Farmers in Canada may be graded only in accordance with the qualities they bring to bear upon their calling and the degree of success they achieve in maintaining its ideals.

In the period of the transition of the western prairies from buffalo range to the productive area known as the "Granary of the Empire," a progressive human factor has at all times been apparent in its economic life in the shape of a certain outstanding type of Englishman. Tradition, training, a superior refinement set him apart from the general class of farmers, and whilst peculiarly fitted to take a prominent place in development of the country he and his kind have enthusiastically thrown themselves into the work and constituted a valuable national asset. This was the public school or university man.

They have made excellent farmers, being equipped with those qualities which unflinchingly pursue success along any line, and bringing the finest of intelligence and training to the profession they adopted. But all too frequently they reached this goal only after considerable hard ship and difficulty, due to strangeness of environment and unfamiliarity with conditions. Generally they came to the country too late, after having tried out many other things and in dissatisfaction or desperation gravitated towards the sphere of activity for which nature would seem to have intended them from the first. Having regard to their ultimate destiny they wasted years, and were past their youthful, plastic, assimilable state when they arrived to test Canadian opportunity.

Leaders of Canadian thought, giving consideration to the many and difficult problems these young men had often to surmount, have long realised what a boon it would be, not alone to the country but to these youths themselves, if in some manner they could be induced to come to the Dominion at an earlier stage, and before launching out on farming enterprises of their own equip themselves with a sound agricultural knowledge and practical training in Canadian farming methods.

Taking advantage of what were believed to be peculiarly favourable conditions in the British Isles, Macdonald Agricultural College in Quebec last year sent one of its professors to England to make a tour of the principal educational establishments with the object of bringing to the attention of such students as vaguely contemplated an agricultural career in Canada the advantages of completing their studies at an Agricultural College in the Dominion. At about the same time the Alberta Minister of Agriculture, himself an Englishman, made arrangements with the Imperial Government for the transfer to Alberta of a number of selected young men of secondary school education to take an agricultural course in that province. Thus was inaugurated a movement to Western Canadian farms, of great value to both Canada and the Motherland, which has every possibility of swelling to considerable proportions in future years.

Frankly, Macdonald College did not expect any immediate response to its campaign. Its object had been rather to turn the minds of boys approaching graduation to the possibilities of farming in Canada, but the plan came to the attention of many young men who had already graduated from the colleges visited. It appealed to several of them and before the summer was over a substantial little group of English students had gathered at Macdonald College to enlist for the short agricultural course of the winter months. Though a student there may take the four year course leading to the degree of Bachelor of Scientific Agriculture, or he may enrol for one full session only, there is also a special short course planned for young men who wish to lay a basis of sound knowledge and get to farming on their own account as soon as possible, and this was the one which the greater number of the English boys joined.

They spent the winter in digesting this intensive course at the college, which is most beautifully situated on the Ottawa River, very near the spot where Thomas Moore wrote the Canadian Boat Song, about thirty minutes travel from Montreal. All were able to specialize in the lines which they desired to follow, cereal production, animal husbandry, fruit, poultry, dairying, agriculture—and in addition to the theoretical course they were given a thorough practical training in the spacious and well-appointed farm which adjoins the college grounds. All came through the season to the entire satisfaction of professors, and spring broke to find these raw English boys with a very adequate foundation laid for future agricultural careers.

Before the course had terminated a committee was formed of professors of Macdonald College, railway officials, and influential Quebec farmers, to find places for these boys upon Quebec farms in the long summer vacation, as well as to stimulate the movement of boys of this class from the British Isles and keep a fatherly eye upon them after arrival. The first group of students is spending the summer vacation in various parts of Quebec province in employment suited to their qualifications and the phases of agriculture which they are studying, securing a further practical experience and at the same time earning from \$25 to \$40 per month. It is estimated that in the long vacation a student can earn sufficient to defray half the expense of a full year's course, and in the fall such as desire to continue their studies will resume at Macdonald College. All eventually will graduate to farms of their own, young, enthusiastic, thoroughly trained, and with certain capital they have earned themselves.

This scheme has aroused considerable interest in Eastern Canada and great things are expected of its future development. The local committee, which is composed of disinterested individuals with the best interests of the boys at heart, will maintain constant touch with graduates and do all in their power to nurse them on to success. There is little apprehension that boys will ever be faced with difficulty in finding work in the summer time, since the supply of help is always inadequate to the demand, and the committee makes a special canvass among selected farmers whose establishments are peculiarly suited to farm training.

The experience of the group which went to Alberta has been in the main the same. Sixty young men, ranging in age from 17 to 24, were selected to form the first party to take the special short course which lasted from October 1st to March 31st, during which the college at Vermillion was given over to them entirely. The Alberta scheme differed from that of Macdonald College inasmuch as it was sponsored by the Alberta Government, which joined with the Imperial Government in defraying the entire cost of the course, the students being required only to pay the cost of board and lodging, which amounted to about \$30 per month.

The course was a very thorough and intensive one, adapted to a mixed farming career, covering field husbandry, including the handling of teams up to six horses; the care and management of stock; farm mechanics, including blacksmithing, gas engines, farm motors, and mechanics of farm machines; dairying, poultry, horticulture; insect pests; farm management and economics; and the elements of veterinary science. To facilitate the work about the farm the main school building was turned into a dormitory, so that the entire student body was housed right in the school.

The boys were divided into four groups, and each week a group was called at 6.30 in the morning, and was in the barns at 7 o'clock, where they performed all the work necessary to cleaning up for the morning and took turns in milking the dairy herd. From 9 to 4.30 the entire student group was divided into two sections, and while one took the laboratory course—blacksmithing, carpentry, livestock judging, weed seed identification, grain judging, etc.—the other group went to the barns and did all the teaming work that was to be done, such as the hauling of hay, coal, manure, etc. At 4.30 the group of the morning performed the evening's work of bedding, feeding, and milking.

The principal of the college was most enthusiastic about his charges and testified to the unqualified success of the scheme. "I have never worked," he said at one time, "with a group of

boys more eager to get on with their work." By the time spring arrived they were all proficient in the handling and driving of horses as well as being able to milk from one to four cows night and morning. Some of the boys proved their ability as hired men on farms before the course was completed, going out to aid local farmers who faced sudden stress. One young man, with his schooling but half completed, left to assist a sick farmer for a couple of days and found employment there for the whole year. One prominent agriculturist, who had frankly scoffed at the scheme and expressed himself as extremely sceptical of its outcome, after seeing the boys at work hired one for his own farm and wrote to his neighbours advising them to do the same.

Spring found all the students but six, who had decided they were not meant for agriculture, working on Alberta farms at good wages, storing up experience and money for future farms of their own. In the coming winter they can take a further course at Vermillion without cost, of which some will no doubt take advantage, whilst the others will continue their work as hired men. Eventually practically all of them will be added to the growing army of Western Canada's producing farmers.

The two schemes may be considered to have successfully inaugurated a very valuable movement both to Canada and England. Without loss of time these boys have been launched on farming careers in a manner most satisfactory and one which augurs for the best and most rapid success. Most of the difficulties and problems which beset their predecessors from England's secondary schools they will never know, and they will become practical, revenue-producing farmers in much shorter time than they did. The major causes to which most farm failures in Western Canada may be ascribed are lack of capital, lack of experience or both. The scheme of scientific and practical training ensures a certain supply of both.

The experience in both Quebec and Alberta has proved what cannot be too widely known or deeply stressed—that there is nothing about the Canadian farm or its operation which should leave the slightest hesitancy in the mind of the average, healthy English schoolboy as to his ability to come out on top, provided he throws himself wholeheartedly and enthusiastically into it. Farming in Canada has passed from the rude pioneering stage of clearing and breaking and is becoming to a greater extent every year a matter of mechanics. Brains and intelligence count for a good deal more than muscle and sinew. Agriculture is the Dominion's first industry, and as such is accorded the place of prime importance in the nation's economic life. A man may bring to farming in Canada the greatest of intellectual gifts and training and in the pursuit find the utmost of satisfaction for them.

EDUCATION IN MANDATED AREAS.

BY HENRY J. COWELL.

1.—Western Samoa (administered by New Zealand).

Western Samoa (with a native population of about 33,000 and another 2,000 of white and mixed race) presents a very fine record in regard to education. The attendance approaches 100 per cent., and there is hardly a single Samoan who is unable to read and write his mother tongue. Education in the archipelago has been provided by missionary bodies, of which the London Missionary Society has taken the lead, the other missions, as a rule, having adopted the former society's methods. It was the missionaries of the London Missionary Society who reduced the Samoan language to writing, and during the past eighty years it has established an educational system which extends to the smallest village in the archipelago. The first action of the society in regard to education was to open an adult school at Malua for the training of ministers and teachers. On leaving this school the pupils were dispersed throughout the whole territory, with the result that each village has its native minister, who also performs the duties of teacher. All the village schools are "mixed" schools. The school population numbers in all about 13,000, of whom some 8,000 are in L.M.S. schools, with 5,000 in Catholic and Wesleyan schools.

The New Zealand administration under the League of Nations mandate took the representatives of the missions into consultation, and an agreement for co-operative action was reached whereby the schools in western Samoa were to be grouped into three categories: (1) village schools, (2) sub-district schools, (3) district schools. For classes (1) and (2) the missions are

responsible, being aided by administration grants. The district schools are carried on by the administration itself, and in these the teaching is given in English, the curriculum embracing reading, writing, arithmetic, English history, geography, singing, music and drawing. Scholarships are given to pupils who desire to continue their studies in New Zealand, and already a number of youths have been sent as exhibitioners to St. Stephen's School for Maori boys in the Dominion, to complete a three years' course there.

Apart altogether from (and yet in conjunction with) the ordinary education a serious effort is being made to interest and employ the time of the children in sports, swimming lessons, life-saving exercises, or by inducing them to join an instrumental musical society (school drum and fife band), or to enrol themselves in the Boy Scout movement. Samoan girls are also being trained for work as nurses, and such nurses, when employed in outlying districts of the archipelago, have already shown themselves admirably qualified for their duties.

2.—Nauru (administered by Australia).

Education in the mandated island of Nauru is necessarily on a somewhat Lilliputian scale, as the native population is only 1,156, of whom 215 rank as school pupils. The attendance is practically 100 per cent. of the children available. Even in so small an area there are both religious and racial complications. The native schools are managed by the missions—the proportion of pupils being roughly two-thirds Protestant and one-third Catholic. Instruction is given in the native tongue, but English is to be used for the senior classes. Education is compulsory both for European and native children between the ages of six and eleven. A European school has been established with seventeen pupils. An experienced Australian teacher acts as master of this European school and as supervisor of the native schools; he also trains the native teachers. All education is free. The administration does not intervene in the management of the mission schools; it merely prescribes regulations with regard to the time-tables and other similar questions, and in other ways displays its readiness to give every assistance. Grants are given according to the number of pupils and the results obtained. As the result of an agreement with the Phosphates Commission a number of Nauruan youths have been apprenticed to various trades; the administration pays a bonus in respect of each of these apprentices.

Folkestone Summer School.

The Seventh Annual Summer School for Teachers organized by the Kent Education Committee will be held in the premises of the County School for Girls for four weeks from Saturday, August 1st, 1925.

As in previous years, intensive practical work in arts and crafts, woodwork, metalwork, and needlework occupies a prominent place in the programme of the school. The services of an excellent staff of expert craft teachers have again been secured, and the accumulated experience of six years enables those responsible for the organization of the school to arrange courses of study which are of a real practical value and enable teachers to gain a wider knowledge and a more intelligent appreciation of the right use of practical activities in school work. Although no additional courses are to be introduced this year, the scope of several of the courses will be widened and their educational value increased. The much appreciated course in Drawing and Design for Teachers of Handicraft, introduced for two weeks last year, will this year last the whole month. The Natural History Course will be closely associated with the school garden. The Needlework Course consists of two parts, the latter part dealing especially with the requirements of central and secondary school teachers. The Course in Speech Training and Oral Work in English has this year been planned in such a manner that the teaching of English and Phonetics will occupy prominent positions, while actual dramatic work will take only a subsidiary place.

An admirable programme of general lectures has again been arranged.

St. Stephen's College—on the summit of Sandgate Hill, with splendid views over the Channel—will be used as a Hostel. Arrangements have been made for the provision of further hostel accommodation at "The Lodge," Cooling Lane, and elsewhere. There are still a few vacancies for which application should be made to the Director of Education, Springfield, Maidstone.



Macdonald College, Quebec.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

At their June meeting the Executive of the Union congratulated Miss E. R. Conway and Sir Ernest Gray on the inclusion of their names in the recent honours list. The President was very happy in his references to each of these distinguished Union workers. Their work had not only brought honour to themselves; it had enhanced the status of the teacher and bettered the conditions for primary education in every part of the country. In their replies, both Miss Conway and Sir Ernest Gray—each evidently delighted—expressed the hope that members of the N.U.T. would look upon these honours as a recognition of the teaching profession as a whole. Their greatest satisfaction was derived from an inborn conviction that the Union had been honoured in their persons. The Executive also agreed to send congratulations to Sir Percy Jackson and Sir E. K. Chambers.

Dual Control.

It would appear the County Councils Association is hopeful of a peaceful and satisfactory settlement of dual control. It is of opinion that in these days "little more than faint interest would be aroused" in the solution of this hitherto difficult problem. That some solution must be found in the near future is certain unless many non-provided school buildings unfit to house children are to figure as schools indefinitely. If managers are unable for financial reasons to make their school houses fit for occupation as schools, they must bargain with the local education authorities to take them over. Managers, however, insist that as an essential part of any bargain there must be an arrangement for continuing in the transferred school the same denominational religious instruction as was given in it before transfer. This kind of bargain is likely to arouse something more than a "faint interest," and it may be well that managers and others should know something of the teachers' point of view. The National Union is not concerned with the political aspect of any such bargain. It is a non-political body, and as such a merely political slogan such as "Rome on the Rates" would not appeal to it. Its attitude to any proposed bargain, national or local, will be purely professional. The right and the opportunity to exercise the profession of a teacher will be defended. The Union will not stand idle during any attempt to bargain it away. At present and under dual control this right and this opportunity are denied to many teachers. The non-provided schools, unlike the provided schools, are not open to all teachers. The National Union is watching developments from this point of view, and its policy may be stated briefly as opposition to any bargain which lessens the teacher's opportunity as a teacher (apart from his religious belief) to exercise his profession.

A Sweeping Statement.

Lord Eustace Percy's recent statement that the education given in the elementary schools to children between the ages of 12 and 14 years does not make it worth their while to stay on in them was very naturally keenly resented by the teachers. There have been protests from every part of the country. By implication, the statement amounted to a charge either of inefficient teaching ability or gross neglect. The Executive of the Union took the matter up at once. Lord Eustace was approached, and in the course of an interview explained that what he said must be taken as a criticism of the conditions under which the teachers worked rather than as a criticism of the teachers themselves. He added that in too many schools boys and girls of that age were taught in classes which included children in different standards and argued that under such conditions it was impossible they could be taught as they should be. The N.U.T. has been aware of these conditions from the first, and has denounced them on many occasions. The fault is not of the teachers' making. Now that the President of the Board has noticed it publicly it is his duty to alter the conditions. At present the children and the teachers have to be satisfied with Lord Eustace's explanation of what he intended to convey in his statement. It is true his answer to Mr. Morgan Jones in the House of Commons was satisfactory as far as it went; but it conveyed no promise of remedy.

Superannuation.

At the time of writing, no further progress has been made with the Teachers Superannuation Bill. There is, however, in the amendments tabled by Lord Eustace Percy an indication of the Government's attitude to several of the improvements in the Bill which the N.U.T. is seeking to effect through Messrs. Crook, Cove, and others. For instance, "may" is to be replaced by "shall," and there is a proposal to lessen the number of years qualifying for a pension in the cases of teachers who enter the profession late or wish to retire early without losing their pension rights at sixty years of age. There are some teachers who would like to enjoy the option of retiring on a pension before the age of sixty, but such an option would upset entirely the actuarial basis of the Bill now before Parliament and would entail the revision of benefits not only for those who might exercise the option but for all included in the Bill. The Union is not intending at this stage to take any action likely to endanger the smooth passage of what promises to be a near approach to an agreed measure.

Salaries and the Burnham Award.

The Burnham Committee (Elementary) met on 19th June and received from Lord Eustace Percy the Board's decisions on the "recommendations" attached to the Burnham Award. Neither the teachers' nor the local authorities' panel was fully satisfied. It is plain there is to be no immediate compulsion by the Board in connection with the adoption of the award. At present local authorities are to be left to adopt or not adopt the new scales. This does not satisfy the Union, and the Executive may be depended on to press for the adoption of the award by every local authority in the country. The matter will not be allowed to drift. With regard to the second of Lord Burnham's recommendations, viz., that local education authorities shall be allowed to spend on additions and allowances an amount over and above what is necessary to satisfy the requirements of the new scales, the Board has agreed and has outlined the extent to which such expenditure will be recognized for grant. A local authority may spend on additions and allowances a sum equal to ninepence per head of the average attendance in the primary schools of its area, plus £200. From this "pool" all individual allowances to central school teachers, teachers giving advanced instruction in ordinary schools, and special allowances to cover cases of hardship arising from reorganization will have to be met. There must be no system of allowances, the effect of which would be to create a new scale of salaries for teachers engaged in schools such as central schools or demonstration schools. The Executive of the Union is profoundly disappointed. The "pool" is utterly inadequate for its purpose in any area where advanced instruction is systematically organized. London, for instance, is to get barely half the amount anticipated. The enthusiasm of the President for the better instruction of the older children is not reflected in the Board's decision with regard to the "pool."

* * * * *

The Union is to give evidence before the Departmental Committee on the Treatment of Young Offenders. A memorandum has been prepared by the Education Committee, and Mrs. Manning, J.P., Alderman Conway, J.P., and Mr. W. D. Bentliff, J.P., have been asked to attend as witnesses.

THE INDUSTRIES OF THE WORLD: by R. E. T. Ridout. (Eppingham Wilson.)

This is a carefully written book, if not particularly inspired. The chief industries of the world are reviewed in eight sections, beginning with agriculture. The compiler's difficulties are obvious when he attempts to deal with the world's agriculture in thirty-six pages and the world's fishing in ten pages. The result unfortunately is a mere list of conditions, and centres, ports, etc. As a whole the book appears to suffer in being neither simple enough for the more junior students nor full enough for the serious senior students.

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For this Edition several pages have been re-written in the section on Spectroscopy and some slight improvements have been introduced elsewhere.

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BLUE BOOK SUMMARY.

BUILDING REGULATIONS FOR SECONDARY SCHOOLS.

The Gymnasium Circular 1363. (19th May, 1925. 2d.)

This is a memorandum which may be regarded as an appendix to the Building Regulation of 1914. We seem to have advanced during these ten years, for whereas the planning of a gymnasium was then but briefly dealt with and the Regulations contained no suggestions as to its equipment, this circular gives very full information about both matters. Local Authorities and governing bodies who are proposing to build a gymnasium for a secondary school will herein find advice on how to do it and how to equip it efficiently and economically. Anybody interested in gymnasia can learn from the memorandum as much as he will need to know, but any attempt at summary would be useless. On one point it seems the Regulations of 1914 were all wrong. Then it was suggested, in Section 104, that the windows should have the under side of the sills not less than 9 feet from the floor. (!) Now experience has taught that the window-sills "may usefully come down to within three feet of the floor." The memorandum gives plan and two sectional drawings of a gymnasium equipped for a class of thirty pupils. A list of the necessary apparatus is given with notes thereon. It is well to remember that "All hides used for covering horses should have the flesh side outwards, as this gives a better grip for the hands and is less likely to become slippery."

Laboratories and Libraries Circular 1364. (19th May, 1925. 1d.)

This is another memorandum on the sections of the Secondary School Building Regulations dealing with science laboratories and school libraries. Section 50 of the Regulations deals with science accommodation in schools of not more than 300 pupils. The Board are of opinion that schools for 400-500 boys should provide for two laboratories, physics and chemistry, large enough for thirty pupils, and two others for advanced instruction to take fifteen pupils each. Biology would require an additional room, and in schools of this size there should be a lecture room, which, though counting as a class-room, should not, in general, be used as one. In girls' schools three laboratories would probably be sufficient. Every school should have a library. Though under Section 101 the room set apart for this purpose may be used as a sixth form room, such use in large schools is deprecated as interfering with its proper functions as a place where "pupils can have facilities for consulting and working from books of reference." Both the science laboratory and the library should be larger than an ordinary class-room.

Rural Education Circular 1365. (28th May, 1925.)

This circular is issued for the purpose of "emphasizing afresh the principle that the education given in rural schools should be intimately related to rural conditions of life." Now that the establishment in relatively urban areas of central schools drawing the bulk of their pupils from the surrounding villages is an important development in education schemes, there arises the danger that country children may be debarred from gaining experience valuable to a rural child, and he may get a definitely anti-rural bias. The Board would rightly regard that as a misfortune, and while not suggesting that rural elementary schools should teach "agriculture," or attempt to give a vocational training, they do suggest that the possibilities of providing a three years course of advanced instruction most suitable for country children is a matter that demands to be explored. The circular directs attention to some of the main points of the problem. In the first place, teachers must be qualified to teach, and it is desirable that local authorities should arrange courses of instruction for them, and that use should be made of the staffs and laboratories in secondary schools for teachers in elementary schools, where the necessary foundation work in physics and chemistry has not been laid. The "Science" lessons in schools should have a definite bearing on field work and the connected study of natural history, handwork, gardening, and domestic science should be taught to all older children, and the keeping of live-stock studied in order to maintain the interest of pupils after they have left school. The circular gives a very helpful list of publications of the Board bearing on the subject, and another list of practical handbooks and leaflets issued by the Ministry of Agriculture.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

520 Competitors.

There were 520 applicants for the post of head master of Chiswick School for Boys. The Middlesex Education Committee have appointed Mr. W. Carran, M.A. (Cantab.), Senior Science Master and Second Master at Harrow County School. The salary is £600 a year.

Christ Church: Two Centenaries.

The quarter-centenary of Christ Church, Oxford, was celebrated recently. Wolsey founded the House of Christ in 1525, and the King is its "Visitor"—*ex officio*, as it were. The celebration coincided with the tercentenary of the notorious Dr. John Fell, once Dean of Christ Church, later Bishop, the virtual founder of the Clarendon Press. Of him it was that one of the many on whose toes he trod, Englishing an epigram of Martial, wrote:—

"I do not like thee, Dr. Fell,
The reason why I cannot tell;
But this I know at least, full well,
I do not like thee, Dr. Fell."

A Library of Music.

Mr. F. Bevis Ellis, who was killed in action in the battle of the Somme, left his library to the Professor of Music, who has given it to Oxford University. Friends of Mr. Ellis having contributed certain sums of money for the maintenance of the library, a decree, proposed by the Dean of Christ Church, has been passed accepting the money for that purpose.

Rural Workers at College.

An interesting experiment in schools for rural workers is the residential college for land-workers, called Avoncroft, at Offenham, in Worcestershire. Its existence is due to the initiative of Mr. George Cadbury, who has presented to the trustees two houses, a bungalow, and 14 acres of land. There will be living accommodation for 12 to 15 students, and the fees will be £20 for a single term of eleven weeks, or £36 for two terms—the terms to be arranged between October and March. The course will include every subject connected with agriculture, besides outlines in modern history, literature, economics, and sociology, with particular reference to rural conditions.

Simon Wisdom's Grammar School.

Burford Grammar School, which was founded in 1571 by Simon Wisdom, alderman, has a new department for girls. Sir Michael Sadler, Master of University College, Oxford, who opened it last month, remarked in his speech on the fact that such an ancient town was meeting the modern demand for the education of girls by so happily affiliating the new department to a foundation over 300 years old.

A Successful Bazaar.

Bronley County School for Boys held a Bazaar and Fête on the 10th, 11th, and 12th of June, for the purpose of bringing the War Memorial Fund from £350 to a minimum of £1,000. The memorial will take the form of a school library and a hall of remembrance as a meeting-place for old boys. The school is but 14 years old, and has under its head master, Mr. Reginald Airy, M.A., Cantab., achieved a position in the front rank of secondary schools, not only in Kent, but in the country. Sir Mark Collet, Bart., Chairman of the Kent Education Committee, opened the proceedings on the second day. The fête was so successful that nearly £1,000 was raised.

Royal Caledonian Schools.

The governors of the Royal Caledonian Schools at Bushey are appealing for increased subscriptions and donations to meet the cost of some necessary extensions of the school. For more than a century the schools have maintained and educated the children of Scottish soldiers and sailors who have fallen in the service of the country and of poor Scottish parents living in or near London. There are now in residence 59 girls and 86 boys, and 50 of them are children of men who died in the Great War. The Duke and Duchess of York visited the schools on the occasion of the annual visit of the Scottish Clans Association of London last month.

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PERSONAL NOTES.

Honours.

Among the " Birthday Honours " list are included many names well known in the education world.

KNIGHTS.—Major Ernest Gray, I.L.C.C., formerly President of the National Union of Teachers; Archibald Thomas Strong, formerly Professor of Classics and Lecturer in English at Melbourne University.

K.B.E.—Edmund Kerchever Chambers, Esq., C.B., F.B.A., Hon. D.Litt., Second Secretary, Board of Education.

D.B.E.—Miss Louisa Innes Lumsden, I.L.D., late Head Mistress of St. Leonard's School for Girls, and First Warden of University Hall for Women, St. Andrews.

C.B.E.—Miss Essie Ruth Conway, M.A., Principal, Tiver Street Council School, Liverpool; member of the Consultative Committee, Board of Education.

M.B.E.—Frederick Darlington, late Head Master of the Dockyard School, Devonport.

Mr. A. C. Benson.

Mr. Arthur Christopher Benson, Master of Magdalen College, Cambridge, since 1915, died on June 17th. He went to Eton as a King's Scholar in 1874, and in 1881 to King's College, Cambridge. Four years later he became a master at Eton and remained there 18 years, when he resigned. " A. C. " was the second son of the Archbishop of Canterbury, his brothers being " E. F. " and " Hugh "—the Catholic preacher and writer.

Cambridge Tripos.

The University Honours Lists contain the following women's names in the first classes:—Classical: N. M. Holley (N.), D. M. Inman (G.). In Part II: C. Smith (N.). Part I—Historical: R. M. Keigwin (N.), A. S. Bettenson (N.), J. M. Pretty (N.); and in Division II of Class I, Part I: M. Carter (G.), K. Johnston (N.), F. M. Page (G.). English: M. Diggle (G.), G. E. Williams (N.). Geographical: M. S. Willis (G.). In Part II: M. J. Godber (N.). In Part I, Modern and Mediaeval Languages: H. M. Cowell (G.), M. Dixon (G.), F. T. Holden (G.), I. Macdonald (N.), R. Mead (N.), G. E. Mears (G.), E. M. R. Russel-Smith (N.). (G. Gerton; N. Newnham).

New Mistress of Girton.

Miss E. H. Major, who succeeds Miss B. S. Phillpotts as Mistress of Girton College next October, is a past student of Girton, who took honours in the Historical Tripos in 1888. She was head mistress of Putney High School till 1910, when she went to King Edward's High School for Girls, Birmingham, where she was also member of the Council of the University. Miss Major has been President of the Association of Head Mistresses, a member of the Council of the Hall of Residence for women in Birmingham University, and President of the local branch of the Federation of University Women, and is Vice-President of the Midland Branch of the Classical Association.

Dr. Olive Wheeler.

Dr. Olive Wheeler, formerly Lecturer in Education at Manchester, has been appointed Professor of Education at University College, Cardiff, in succession to Professor Foxley. The new professor is an old student of University College, Aberystwyth, and a former Fellow of the University of Wales.

Mr. Ramsay MacDonald, LL.D.

The Senatus of Edinburgh University will confer the degree, *honoris causa*, of LL.D. on Mr. Ramsay MacDonald, M.P. Mr. MacDonald has signified his acceptance, and intends to be present at the graduation ceremony on July 22nd.

Sir Frederic George Kenyon has been elected Warden for five years of Winchester College in place of Lord Selborne (elected 1920), whose term of office has expired.

Dr. F. J. Tanqueray, B. és Sc. (Rennes), D. és L. (Paris), has been appointed to the University Chair of French Language and Literature at Berkbeck College. For over two years he was assistant lecturer in the Victoria University, Manchester, and since 1909 he has been lecturer in French in the University of St. Andrews.

Miss Sparks, M.A., Principal of the Cheltenham Ladies' College, has been elected President of the Association of Head Mistresses to succeed Miss F. R. Gray, M.A., High Mistress of St. Paul's Girls' School.

NEWS ITEMS.

True Education.

" The training of the secondary school product is frankly unpractical. The curriculum involved an unlimited display of mental gymnastics, and so far it had trained the mind to the facile acquirement of knowledge and facts, but had it trained the intelligence to establish a connection between the knowledge gained and the world in which we move and live? " Mr. W. H. Stears, of Wallasey, who made these comments, intended the Conference of the Faculty of Teachers in Commerce, held at Stratford, to answer " No. " He desired a course in the theory and practice of commerce, for it " would be of immense educational value. " A man could only be said to be truly educated when he could apply his knowledge to the solution of daily problems.

More Sayings.

Sir Michael Sadler, at Burford Grammar School, defined a liberal education as not the amassing of knowledge, but as a state of mind. At the same time, at Reading, the President of the Board of Education expressed himself thus: " I do not think that, generally speaking, for general cultural purposes, we are now giving any education in the vast majority of our elementary schools from the age of 12 which it is really worth while for any child to stay at school to get, and when you have said that you have levelled a criticism and a charge against the elementary schools of the country which it is vitally important that all should work together to wipe out as soon as possible. "

Cardiff and Conscience.

Cardiff City Council evidently keeps a watchful eye on its Education Committee. By 22 votes to 14 it resolved to delete one of its committee's minutes placing a Mr. Leslie K. Jeffery, a conscientious objector, on the reserve list for trained certificated teachers. Councillor Purnell is reported to have said that a person who refused to obey the mandate of properly-constituted authority was not a type to be entrusted with the education of children. Though one may have great antipathy for the " C.O.," it is a little difficult to see why it should be carried to this extent. And if the Education Committee is the delegate of the Council it is even more difficult to see whence the Council derive their power to delete its minutes.

A University Afloat.

New York University is reported to have chartered an 18,000 ton liner for the purpose of an educational tour. It will carry a number of professors and 450 students, who will continue their studies on board. It will leave New York in September, and during its eight months' voyage will visit every continent, thirty-five countries, and fifty ports.

Advice from the Duchess of Atholl.

The Duchess of Atholl, Parliamentary Secretary to the Board of Education, in the course of an address to the students of the Maria Grey Training College for Secondary Teachers, gave her hearers two pieces of advice: not to mind if all their pupils did not pass all the examinations for which they entered; and, secondly, not to mind if their pupils did not always satisfy the aspirations of the inspector of the Board of Education.

To Disperse Gloom.

On Monday, June 22nd, Dean Inge opened at 203a, Bethnal Green Road, " The Oxford House Book and Picture Club, " which is designed to provide reading rooms for young people from 12 to 18 years of age. It will also be an art centre, and contain a shop where books, pictures, and photographs may be bought.

The Creator of Jan Ridd.

Blundell's School, Tiverton, celebrated last month the centenary of the birth of Richard Doddridge Blackmore, author of " Lorna Doone. " Blackmore was there for six years before going to Exeter College, Oxford.

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LETTERS TO THE EDITOR.

The College of Preceptors Diploma Examinations.

Sir,—May I direct attention to the new syllabus for the College of Preceptors Diploma Examinations and ask your readers seriously to consider whether, in view of the facts I adduce, the revision of the syllabus has been too stringent?

I understand that the revision was made as it was considered necessary to raise the standard of the diplomas. With the principle I agree; but I think I can show that the alterations have been too severe.

Under the revised scheme it is necessary for candidates for Part I of the A.C.P. diploma to pass at one examination in four subjects. The standard is that of the Intermediate Arts Examination of London University. Part II of the A.C.P. Examination includes professional subjects.

Now a comparison of the College syllabus with the syllabuses issued by the University discloses the fact that Part I of the College examination is similar to the External Inter. Arts Examination of the University, except that a modern foreign language may be offered instead of either Latin or Greek. The number of subjects is the same. As compared with the Internal examination of the University, however, there is a further important dissimilarity. A candidate who in the last-named examination passes in three subjects out of the four may be allowed to offer the fourth subject alone at the next following examination.

Prima facie, this comparison points to the fact that the College examination is a more difficult proposition than the University examination, because having passed in four subjects the candidate satisfies the University authorities, whereas, in the case of the Diploma examination, after satisfying the requirements in the four subjects, he has still to pass the professional examination, and he has no option, as in the case of the internal University examination, to offer one subject separately.

With regard to Part I of the L.C.P. examination, the subjects of which are of the standard of the University of London Pass Examination for the B.A. Degree, I find a candidate must satisfy the examiners at one examination in one of the four combinations named below:—

1. Pure and Applied Mathematics.
2. Four languages.
3. Two languages and two of the general subjects.
4. *Either* Pure or Applied Mathematics, *and* two languages or two general subjects.

That, I think, exhausts the possibilities; subject, however, to the proviso that a candidate who does not offer a language group must submit satisfactory evidence of having reached an approved standard in at least one foreign language.

These requirements mean that unless a candidate can offer mathematics he must take four subjects, whereas he can pass the examination if he satisfies the examiners in Pure and Applied Mathematics.

I suggest that the bias of this syllabus is unquestionably on the side of the mathematician.

What of the recognition accorded to the Diploma examinations in their new form? I find on enquiry that the *Teachers Registration Council* will accept the L.C.P. Diploma as satisfying the Council's requirements in regard to attainments. The examinations of the College of Preceptors are not now recognized in the Code of Regulations for Public Elementary Schools as qualifying candidates for recognition by the *Board of Education* as certificated or uncertificated teachers. Furthermore, although the College will accept the Inter. B.A. of *London University* as exempting from Part I of the A.C.P. Diploma examination, and the B.A. as exempting from Part I of the L.C.P. examination, *the University authorities are not prepared to recognize the Diploma examinations of the College as exempting from Matriculation!*

In view of the foregoing facts, the following pertinent questions have occurred to me and to a number of teachers with whom I have discussed the matter:—

1. Is it not obvious that it is far more advantageous to the teacher to enter for the University examinations than for the College examinations?
2. Is the object of the Council of the College to encourage teachers to sit for the University examinations and to discourage their sitting for the Diploma examinations?

It will, I think, be conceded that the small number of entrants for the Diploma examinations is an indication that the stringent revision of the syllabus has not secured the approval of the teaching profession. And yet I cannot think that the Council is desirous that the College should cease to exercise an important function provided for in the College Charter, namely, to examine teachers and persons desiring to be teachers. What it means to the ordinary teacher to prepare for an examination of the University type is a matter that appears to merit more serious attention. The demands on his time are considerable if he is to carry out his duties efficiently and keep up to date. Is it not, therefore, reasonable to ask that an examination scheme for teachers should make allowances for this?

The Council has devised a highly commendable training scheme for teachers, and I trust it will now devote its attention to the preparation of a more appropriate syllabus for the College Diploma examinations.

I am, etc.,

A. E. SMITH.

57, Forest Road,
Edmonton, N. 9,
19th May, 1925.

Plays for Schools.

Dear Sir,—Would you kindly allow me to appeal through your columns to those of your readers who are interested in school dramatic work? One of the greatest difficulties of such work is the finding of suitable plays, and in response to many requests the Village Drama Society has now formed a Junior Plays Committee, which is preparing a classified list for players of all ages under eighteen. The committee consists of masters and mistresses from schools of various types, with representatives of the Girl Guides, Boy Scouts, Settlements, Community Groups, etc., and it is hoped to produce a list which will be an aid and incentive to educational dramatic work. Classical and modern English plays, American plays and translations from foreign dramatists will be included, arranged in junior, intermediate, and senior groups.

If any of your readers could let me have suggestions as to plays likely to be suitable, it would be of great help in our work, and their assistance would be most gratefully acknowledged.

The Village Drama Society, of which Sir Arthur Quiller-Couch is president and Miss Mary Kelly honorary secretary, includes many town as well as village dramatic groups among its affiliated societies and is now giving special attention to the needs of school dramatic companies, some of which have already found its assistance invaluable.

I am, Sir, your faithfully,

JOHN HAMPDEN,

Hon. Secretary, Junior Plays
Committee, Village Drama Society.

Royal Grammar School,
Guildford.

Vienna International Summer School.

Sir,—The Vienna International Summer School will hold its fourth session from September 1st to 24th. The object of the school is to convey a knowledge of international achievements and to foster a mutual understanding of European problems. The subjects of the lectures range over history, philosophy, literature, art and music, politics, sociology, economics and law, and include a special set of lectures on Central Europe past and present. The lectures will be delivered by eminent men from all European countries, in English, French and German, and there will be conducted tours, excursions and social events.

From July 1st to September 30th, vacation German language courses will be given by approved teachers under the auspices of the Vienna Committee: the syllabus is arranged to meet the needs of both beginners and advanced. The school is open to all, and a hearty welcome in Vienna is assured to every member. The journey takes thirty-six hours and the fare is about £13 return. Board and lodging can be obtained at from £7 per month. All further information to be had from the Hon. Secretary, Dr. G. Tugendhat, London School of Economics, Houghton Street, London, W.C.2.

Yours faithfully,

W. H. BEVERIDGE,
Chairman of the British Advisory
Committee.

London School of Economics.



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LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

Professor Findlay Philosophizes.

For teachers who are engaged in the daily routine of their work it is difficult to spare time and to secure the calm necessary for a detached view of the business of education. The problem of Jones *mi* is like the halfpenny which will cover the disc of the sun. It is good therefore to have the fruits of the meditations of a less absorbed practitioner such as are furnished by Professor J. J. Findlay in his volume on "The Foundations of Education," Part I (University of London Press: 8s. 6d. net). The present work is the forerunner of a later one which will treat of the basis of doctrines. Here, in some 270 pages, we have a treatise on the Aims of Education, Constituent Values, Harmonious Development, Institutions that foster Education, Types of Schools, Professional and Lay Teachers, the Oversight of Schooling, and Education Authorities—their Composition and Duties.

On each of these recondite themes Professor Findlay has many interesting and thought-provoking things to say. He succeeds, more than many writers on education, in rising above the safe plateau of the obvious, although the critical reader will find passages which do not soar very far: "There are unfortunate groups in the community who, while adult in age, are deficient in capacity; some have permanent physical defects which prevent them from pulling their weight; others suffer from mental and moral disabilities." Or again: "The drama, to the actor at least, is the partial assumption of another personality; to act *Shylock* you must be *Shylock*, without ceasing to be Henry Irving." On this it may be observed that if Irving could have been less Henry or less Irving, or both, he would have been a better *Shylock*.

Platitudes apart, the reflections of Professor Findlay are well worth reading. He holds tenaciously to the things which seem to me to be essential in education. When he is discussing the work of the Teachers Council he displays a rare understanding of the inner meaning of its work. Doubtless in a future edition he will correct the mistake in the title (p. 158) and bring up to date the account of the Conditions of Registration. He should also revise the estimate (p. 156) of half a million persons engaged in teaching for a livelihood.

I commend especially to the notice of readers the passage on p. 99, where our author defends the rights of independent schools. He says: "Some local authorities show jealousy of private or endowed schools which are not under their management; if their theory of politics were more generous they would rejoice to find so many efforts made to multiply the resources of education; they would join hands with them and commend them to public notice." This is true, and there will be no real health in our national education until we have ceased to belittle and obstruct independent enterprise.

Professor Findlay's book is full of matter for thought, and I wish that it could be read and understood in all its bearings by all teachers and administrators. I have enjoyed it, although I do not pretend to have agreed with every proposition that it contains.

SELIM MILES.

English.

HOURS WITH ENGLISH AUTHORS: edited by E. T. Campagnac, M.A. (In six parts. Pitman and Sons.)

Miss Royde-Smith in her Private Anthology has described reading as "an unpremeditated and inexhaustible adventure," and it is this sense of adventure which should be conveyed in an anthology. There is but one way in which this can be achieved, by choosing only such passages as have come to the anthologizer personally with a sense of shock. The series, however, prepared by Professor Campagnac for schools, has no personality behind it. Book V is more advanced than Book I, and the questions set at the end of each passage need more skill in answering. And that is all. I would rather have an anthology full of the works of Miss Wilcox and Miss Dell, Mr. Oxenham and Mrs. Glyn chosen by an enthusiast, than the impeccable good taste of this anthology where the compiler seems to be whispering to himself, "This is classical. This must go in." I would make an exception, however, of Book VI, edited by Professor Campagnac himself. Book VI is a very fair anthology. H. G. G.

A MEDLEY OF OCCASIONAL VERSE: by Charles Swynnerton. (Kegan, Paul, Trench, Trubner and Co. 2s. 6d. net.)

Mr. Swynnerton would have been well advised to have left these verses where they may have first appeared, and not attempted to have placed them in more permanent form. The candour of the title is the best point in the volume. H. G. G.

THE RIVALS OF SHERIDAN: edited by J. Hampden. (Dent. "King's Treasuries." 1s. 4d.)

This school edition gives all necessary commentary and full instructions for amateur actors. W. M. N.

POEMS OF ARNOLD: edited by B. L. Henderson. (Dent. "King's Treasuries." 1s. 4d.)

This admirable selection gives Arnold's own notes and also introduction and exercises. W. M. N.

PLAYS BEFORE SHAKESPEARE: edited by E. Smith. (Dent. "King's Treasuries." 1s. 4d.)

This book illustrates the development of the drama from the morality play to Marlowe, giving commentary, instructions for acting, and songs. W. M. N.

THE ENGLISH STORY IN PROSE: edited by Phyllis Bishop. (Nelson. 1s. 9d.)

In this book examples are given to illustrate the development of the English novel from Malory to Hugh Walpole. Piquant incidents are given as examples of style and treatment. The novel is an extremely difficult form to illustrate by extract, but the task is done well. A good introduction is appended. W. M. N.

MELVILLE'S "MOBY DICK": edited by Hattie Hawley. (Macmillan. "Pocket Classics." 2s.)

This school edition omits all digressions, preserving the essentials of the story. Short notes are given. W. M. N.

THE TIDE OF TIME: by Henry Newbolt. (Nelson. 1s. 9d.)

Sir Henry's book, in effect an anthology, traces the inheritance and debts of poets whether in phrase, idea, form, metre, subject, or thought. For this purpose poems deriving from one another are given and the relationship explained in masterly fashion. The book is remarkable for the conception underlying it, for the wide scope of the examples, and for the revealing commentary linking up the sections. W. M. N.

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(Continued on page 280.)

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History.

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Dr. Meikle's book is a companion to his "Story of Scotland," but it is rather larger. Short paragraphs, large print, and a good scattering of "pictures"; chapter-questions, a list of dates, a time chart of a sample century (1400-1500) make together a clear claim for attractiveness and utility.

Mr. Brendon's "Expansion of Europe" is the third among four small volumes on "The Building of the Modern World." Its period is 1660-1795. The Grand Monarque (with Thackeray's famous illustration), the Turk at Vienna gates, Ivan the Terrible, Frederick William, Washington, Clive, play once again their parts, and the curtain falls on the storming of the Bastille. It is a story that has been told and retold. Mr. Brendon has secured some distinction for his re-telling, but the limits set by less than two hundred pages have brought about more condensation than we—and no doubt the writer also—would desire. R. J.

OUR OWN UNITED STATES: by Walter Lefferts, Ph.D. (Lippincott Co. 6s.)

This is an American book written for American children, but it would give an English boy or girl an excellent idea of the United States of to-day. The method is that of taking a party of four children on an imaginary journey across and through the States. This "machinery" is a little crude, and at times it becomes boring; but on the whole its effectiveness justifies it. There are many illustrations. Under one of them, showing a national forest, there is a note: "We have more than one hundred and fifty national forests in our country." An Englishman can but sigh. A glossary tells us to pronounce Arkansas "*Ar-kan-saw*," which we often forget to do; and to pronounce Florence *Flahr-ence*, which we respectfully decline to do. R. J.

Music.

THE MUSICAL PATHWAY: by Alice Verne Bredt. (London: Edward Arnold and Co. 2s. 6d. each.)

A series of four books for young children who are learning to play the pianoforte. Printed in large clear type, with simple instructions on each page, and with each exercise or tune, these books treat piano-teaching to very young children in a somewhat new way. The author suggests confining attention at first strictly to the five notes C, D, E, F, G, until the little hands can comfortably grasp them and play them until they are perfectly known. She then proceeds stepwise with other notes, and introduces new notes and keys and times, etc., in a simple and methodical manner. The whole course is well thought out, and one can readily believe that children taught on these lines do *really* come to love their music lessons. Just enough theory is taught alongside the practical work to enable the pupil thoroughly to understand what is being done. One has seldom seen more work done in fewer words. In the first book is a double-page diagram of "a piano"—a very useful aid to the beginner. Simple "pieces," which all pupils of whatever age love to aspire to play, duets "with teacher," dance tunes and a "concert study" are included, making the whole series of four books attractive, stimulating, and satisfying. Young children will love them. A. G.

Botany.

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Physics.

CONCERNING THE NATURE OF THINGS: by Sir William Bragg, F.R.S. (Bell. 7s. 6d. net.)

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Acting on this sound principle, Sir William placed before his youthful hearers a series of ingenious models, not distracting or bewildering as are so many contrivances of instrument makers, but contrived out of simple material and such as enterprising youngsters could make for themselves. This volume is a mine of suggestion and help to teachers who are interested in methods of presentation, for the principles which it illustrates are valid in every kind of teaching work. The topics with which it deals are also of the utmost importance to all who would understand recent developments in physics and chemistry. F.

Classics.

THREE INSCRIPTIONS FROM CRETE: translated and edited by R. S. Walker. (Monaco. 10s. 6d. net.)

Readers of Mr. Walker's "Anti Mias" will remember the learning and ingenuity that characterized that remarkable book, and they will find the same blend of wide reading and bold speculation in this smaller treatise. Three Cretan inscriptions are given; text, translation, and commentary; one a prose itinerary of Crete in Ionic, the second a merchant's inventory of goods, the third an oracular response in verse with the usual epic colouring. It will be seen that the contents are sufficiently varied, and in the deciphering and interpreting of the Greek text Mr. Walker has found a congenial task which he has executed with brilliant success. F. A. W.

Latin.

DULWICH LATIN EXERCISES: by H. F. Hose. (Kegan Paul, Trench, Trubner and Co. 3s. 6d. net.)

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IMPERIUM ROMANUM: by A. M. Jones. (Rivingtons. 2s. 9d.)

This book is intended for pupils between the ages of twelve and fifteen. The simplified passages from Livy, Vergil and Ovid aim at presenting the main features of Roman history. Notes, vocabulary, and helpful appendices are given. W. M. N.

(Continued on page 282.)



NOTE.—Attention is called to the revised prices of certain of the books listed below. The considerable and increasing demand for these books has made possible the reductions in price as indicated.

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French.

MAUPASSANT. *CONTES CHOISIS*. (Edward Arnold and Co.)

The eight short stories included in this book have been well selected for use in upper forms; and exemplify the pathetic strain in Maupassant's realism. The notes, except on the patois French, seem rather unnecessary. G. T.

Geography.

GEOGRAPHY: THE SCIENTIFIC STUDY OF HUMAN SETTLEMENT.

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Chemistry.

PRACTICAL CHEMISTRY BY MICRO-METHODS: by Egerton Charles Grey, D.Sc., M.R.C.S. (Cambridge: Heffer and Sons, Ltd., 1925. Pp. ix. + 124. 4s. 6d. net.)

The object of the author has been to provide a course in qualitative analysis in which micro-methods only are used, so that the heavy expense involved in the ordinary equipment of a laboratory is thereby considerably reduced. The beginner in chemistry is supposed to commence with this course, whereas the usual procedure—and it would seem to be the rational one—is to gain skill in manipulation by the time-honoured method and then to proceed to micro-methods. Whether the course advocated by the author is the better one can only be judged when it has stood the test of experience, but in any case the book cannot be recommended, since there are numerous errors and misstatements in the theoretical parts, which are supposed to explain the methods used, and, in many cases, the method of testing is far too haphazard. In such a book the theory of the borax bead should not be wrongly given; the standard solution of an alkali should not be said to contain in a litre "a weight in grams divided by the number of displaceable atoms of metal in the molecule," etc. Dogmatic and incorrect statements are made in dealing, for example, with jellies and colloids, and the old and incorrect explanations of many reactions are still given.

The book is advertised as being an inspiring one for the teacher, but the teacher who knows his subject will condemn the book because of the mistakes contained therein. T.S.P.

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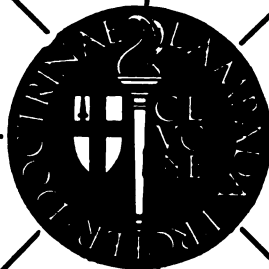
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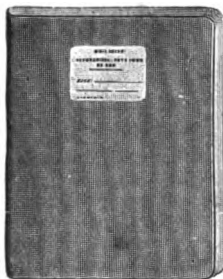
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The Governors invite applications for the appointment of a HEAD MISTRESS for the COUNTY GIRLS' SCHOOL, to begin work in September. Candidates must be Graduates of a University in the United Kingdom or hold the equivalent. The salary will be £500 per annum. The number of pupils on the books is 40. Selected candidates will be required to attend a meeting of the Governors, of which they will receive notice. Further information and forms of application may be obtained from the EDUCATION SECRETARY and SECRETARY TO THE GOVERNORS, Shire Hall, Reading. All applications must reach this office not later than first post on July 4th.

TETBURY.

Applications are invited for the appointment of HEAD MASTER for the GRAMMAR SCHOOL, to begin duties in September. Candidates must hold an Honours degree of a British University. Mixed School. Commencing salary £575. Further particulars and forms of application, which must be returned by July 7th, may be obtained from the SECRETARY, County Education Office, Shire Hall, Gloucester.

SUBJECT TEACHERS.

BIRMINGHAM.

Applications are invited for the post of INSPECTOR OF EVENING INSTITUTES. The post is a full-time one and an inclusive salary of £600 per annum is offered. Particulars of the duties and conditions of the appointment may be obtained from the CHIEF EDUCATION OFFICER, Education Office, Margaret Street, Birmingham, to whom applications, on the special form provided for the purpose, must be returned not later than July 10th.

SHEFFIELD.

A JUNIOR SCIENCE TUTOR (Man, Graduate, to reside in hostel) required for the CITY TRAINING COLLEGE to commence duties in September. The applicant must be well qualified in physics and chemistry. Further particulars may be obtained on application to the PRINCIPAL. Salary according to the Burnham Award for Teachers in Secondary Schools. Application forms, which may be obtained from the DIRECTOR OF EDUCATION, Education Office, Sheffield (stamped addressed envelope) should be returned to the PRINCIPAL not later than July 4th.

EGYPT.

Applications are invited for posts of KINDERGARTEN MISTRESSES. (See advertisement under "Posts Vacant," page 250.)

FORM TEACHERS.

CARDIFF.

Wanted in September, FORM MISTRESS for the CANTON MUNICIPAL SECONDARY GIRLS' SCHOOL, with the Teacher Artist Certificate of the Royal Drawing Society, able to take French or another subject in addition to drawing. Salary scale, £225 per annum, rising by £15 yearly to £300, then by £12½ yearly to a maximum of £415 per annum, subject to variation from the 1st April, 1925, upon consideration of the new Burnham Award by the Local Education Authority. Application forms (to be returned not later than the 6th July) and further particulars may be obtained from the DIRECTOR OF EDUCATION, City Hall Cardiff.

JARROW.

Required next term, ASSISTANT MASTER or MISTRESS for the SECONDARY SCHOOL for Senior English. Good degree and secondary school experience essential. The salary will be in accordance with the new Burnham Scale for secondary school teachers. For forms of application (which must be received duly completed not later than first post July 3rd) apply, enclosing stamped addressed foolscap envelope, to the DIRECTOR OF EDUCATION, Shire Hall, Durham.

KNARESBOROUGH, YORKS.

Applications are invited from Graduates (Men) with good honours for the RURAL SECONDARY SCHOOL to teach chiefly mathematics. Willingness to take part in games will be regarded as a recommendation. Salary in accordance with the Burnham Scale for Secondary Schools. Applications to be made on forms obtainable from the EDUCATION DEPARTMENT (Secondary Branch), County Hall, Wakefield, Yorks, to be submitted not later than July 4th.

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LONDON.

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GRADUATE MASTER or MISTRESS for GEORGE GREEN'S SCHOOL, POPLAR, E.14, to teach mathematics. Honours degree and secondary school experience necessary. Applications to the PRINCIPAL by July 4th.

In the case of male candidates preference will be given to those who served or attempted to serve with H.M. Forces. Married women are not eligible except in special circumstances. Salary in accordance with the scale to be adopted by the Council after consideration of the Burnham Award. Apply: EDUCATION OFFICER (H.2/1), the County Hall, S.E.1 (stamped addressed foolscap envelope necessary), for form to be returned to the head master or head mistress of the school by the date indicated.

PLYMOUTH.

Applications are invited for the post of an ASSISTANT MISTRESS at the DEVONPORT SECONDARY SCHOOL FOR GIRLS, to teach French mainly, but to offer also subsidiary subjects, preferably Latin and English. Honours degree with training and experience desirable. Salary according to the new Burnham Scale. Application forms obtainable from the SECRETARY FOR EDUCATION, Education Offices, Cobourg Street, Plymouth, and must be returned not later than July 4th.

ROTHERHAM.

Required in September next, ASSISTANT MASTER for the GRAMMAR SCHOOL, chiefly for English in the Middle School. Degree essential. Honours preferred. Applicants should state what subsidiary subjects they are prepared to teach (art would be a recommendation). Ability to give active help with games desirable. Salary in accordance with the Burnham Award. Forms of application, which must be returned not later than July 3rd, may be obtained from J. A. MAIR, Esq., Clerk to the Governors, Education Offices, Rotherham.

WEST STANLEY.

ASSISTANT MISTRESS required for ALDERMAN WOOD SECONDARY SCHOOL, to teach Latin throughout the school. Good qualifications essential. The salary will be in accordance with the new Burnham Scale for Secondary Teachers. For forms of application (which must be received duly completed not later than first post July 3rd) enclosing stamped addressed foolscap envelope, to the DIRECTOR OF EDUCATION, Shire Hall, Durham.

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES

AUGUST, 1925

NOTES AND COMMENTS.

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

The Milestone.

The Report of the Board of Education for 1923-4 gives welcome testimony to the blunting of the axe, that destructive instrument which was brandished with a sad lack of knowledge and discrimination only four years ago. Now we learn that Local Authorities are being encouraged to prepare schemes for the development of education, and that the Board are ready to consider proposals for the extension of nursery schools, or, as they should properly be called, day nurseries. The importance of this extension of child-care is seen from the fact that of those who enter the present infant schools at the age of five, over one-third are already suffering from physical defect, such as might have been alleviated or prevented by early medical treatment. It is true that the provision of day nurseries will subtract somewhat from parental responsibility, but this may be held justifiable if we can raise the standard of physical fitness in the next generation and, incidentally, lessen the ignorance of parents. We are too slow in recognizing that schooling is only one factor in education and that the work of the school for the individual must be supplemented by a constant effort to remove the handicaps of bad housing and uncertainty of employment, which are features of our social and economic state to-day.

Secondary Schools.

The falling off in average attendance at public elementary schools is noteworthy. In three years the loss is over 210,000. The declining birthrate supplies part of the reason for this. Another is to be found in the increase of secondary school accommodation and in the growing tendency for children to enter these schools at the age of 11 plus, instead of at 13. Out of every 1,000 of the population an average of 9.5 are now receiving secondary education. During 1923-4 the number of free-place holders increased by 3,200. It is evident, however, that our secondary school accommodation is not enough for our needs. It would have been interesting if the Board had given the figures showing how many children who passed the free-place examination were excluded from secondary schools for want of room. We are told that the advanced course regulations have been modified to give greater freedom in the selection of studies, but there is no suggestion that the earlier course will be modified so as to provide a satisfactory school experience for boys and girls of a practical bent for whom a course prescribed by a University has little value. Some day we shall be forced to recognize the fact that a good secondary education may be obtained through the practice of handwork, with studies relating thereto.

The Examination Folly.

In their Report the Board announce that nearly 40,000 boys and girls were entered for the first examination. This is the number from State-aided schools, leaving out the numerous entries from public and other schools. At the moment when these notes are written there is an army of young people interned in examination rooms, attempting to wrestle successfully with questions of every kind. Instead of being allowed to take the experience as a practical joke on the part of their elders, they are compelled to regard it as a matter big with fate. Entry to a profession or to a University may depend upon the result. Parents are anxious and sometimes their anxiety takes the discouraging form of exaggerating the consequences of failure. Teachers are worried over the prospect of a low percentage of passes since stupid critics, including some who ought to know better, will estimate the success of a teacher's work by the results of the examination. During these days the happy ones are those who have been kept out of the examination form as unlikely to pass. Many of them will leave school without the certificate. Some will enter business and achieve success, joining the chorus of those who claim that school standards are no criterion of real ability and that education is a business which is greatly over-rated in a double sense.

Testing the Teacher.

It is somewhat surprising that teachers as a body have not directed themselves to the discovery of some method of testing their work which shall be more satisfactory than mere examination. So far as pupils are concerned, it is generally admitted that the results of an examination may be misleading, and no estimate of a child's fitness for higher studies can be complete if it leaves the teacher's verdict out of the reckoning. There remains the question of estimating the merits of the teacher, and here the true measure is the later life and work of the pupils. Since this will not serve for administrative purposes we have the system of inspection, whereby able men and women are condemned to spend their days in visiting schools, seeing their work at one or two removes, and attempting the task of judging its quality, although they have little or no knowledge of the actual circumstances in which the work is carried on. Inevitably, the inspector tends to become bored and weary. At best he may come to understand how little he can do. At worst he pesters the teachers with admonitions and suggestions derived from other schools or from the memory of his own teaching days. If we must have inspectors, they should be practical teachers, who are assigned to inspection work for a limited period as a change from ordinary school duty.

The Problem of Inspection.

It is generally admitted that the great majority of the inspectors working under the Board of Education are men and women of great ability and excellent purpose. In the secondary schools especially it is found that they show little or no disposition to impose their views upon the teachers. In the elementary schools it sometimes happens otherwise, and instances might be given of well-meaning and highly-educated men who, by want of tact or lack of a saving sense of humour, spread discouragement and anxiety throughout a whole district, with the result that efforts are made to get them transferred to other fields. It is probable that the true remedy lies in abandoning our present plan of appointing inspectors for life. A better method might be found in assigning to the work of inspection, for a limited period, highly competent and experienced teachers, who should return to their school duties after serving on the inspection staff for a few years. By this means we should avoid the tendency, inseparable from the present plan, which leads inspectors to become somewhat artificial in their ideas and allows them to forget the day-by-day conditions of school work. It is not enough merely to appoint practical teachers as inspectors. The best teacher of to-day may be out of date twenty years hence if he has done nothing but inspect the work of other teachers in the meantime.

Religious Teaching.

There are signs that a strenuous attempt will be made in the near future with the object of relieving the Church of England and other denominational bodies from their present financial responsibility regarding the provision of schools wherein the tenets of their own faith may be taught by teachers who derive their salaries from public funds. The avowed justification for this attempt to convert teachers into official subalterns of the Church is that the average Englishman desires to have his child instructed in the doctrines of Christianity. This argument would be more weighty if there were any general agreement as to what those doctrines are and if the Churches had not already as much power as they ought to have to persuade their younger members to attend Sunday schools and other institutions where religious dogma is the main staple of instruction. The proceedings in Dayton, Tennessee, are not merely amusing, as our newspapers have found them to be. To the discerning, they serve as a reminder of the dangers which attend any attempt to limit the free play of human intelligence in favour of conventional and transient orthodoxy. We have already a system of religious tests for elementary school teachers which is far too extensive and bears hardly upon men and women of independent outlook who find their chances of promotion unduly hampered.

Superannuation.

The latest scheme for the superannuation of teachers has had a remarkably smooth passage through Parliament, and there is every hope that we are entering upon a period of peace in regard to this difficult question. We may hope, also, that the administration of the new Act will be so carried out as to avoid needless friction. From the public point of view, the sole justification for a scheme of superannuation for teachers lies in the fact that it will help to bring into the work recruits of the right quality in adequate numbers. This justification, however, is merely dissipated if a well-intentioned Act is so administered as to make the individual teacher uncertain whether he will receive a pension or not. In particular, the definition of teaching service should be as elastic as possible during the transitional period which must elapse before the contributory element is general. It should be remembered that the individual with a grievance can do much to discourage young people from becoming teachers, and although we cannot remove all grievances, we can at least avoid creating them.

THE SACRIFICE OF IPHIGENIA.

("Lucretius," I, 84-101)

*Even as at Aulis once the altar of the Trivian
maid
Ran with Iphianassa's blood, nor were the lords
of Greece afraid
Fouly to slay her. When the fillet, set about her
virgin hair,
Fell alike in equal portion garlanding her
cheeks so fair,
And she saw her father standing by the altar
gloomy-eyed,
While the priests, around him gathered, sought
in vain the knife to hide ;
Dumb with fear, to earthward sinking, down
she fell on bended knee
So that e'en those ruthless warriors wept her
agony to see :
Nor could it avail the hapless maiden in that
hour of shame
That she first upon the chieftain had bestowed
the father's name.
Lifted—not by hands of women ; greeted—not
with marriage song ;
Lo, the bride towards the altar passes through
the watching throng,
Not, the holy rite accomplished, home to come a
happy wife,
But to fall, her father's victim, by the sacrificial
knife ;
That his fleet a prosperous voyage and a
fortunate might win.
Such the crime Religion counselled, so she
prompted men to sin. F. A. WRIGHT.*

THE IMPERIAL COLLEGE AND THE UNIVERSITY OF LONDON.

BY PROFESSOR E. A. GARDNER, Vice-Chancellor of the University.

The recently devised scheme for co-operation between the University of London and the Imperial College of Science and Technology marks an important development. We are indebted to Professor E. A. Gardner, Vice-Chancellor of the University, for the following explanation of the Scheme.

The agreement which has recently been concluded between the University of London and the Imperial College of Science and Technology marks a new departure in academic policy and may have a far-reaching influence.

The two conflicting ideals, of complete university control over the standard and scope of degree examinations, and of freedom for the teacher as to the methods and treatment of his subject, are not always easy to reconcile. And in the case of the Imperial College the problem is complicated by the existence of the "tandem" system. This system, which was originated by Huxley and which is highly valued by the distinguished teachers of the College because they are convinced of its educational advantages, involves a successive series of intensive studies of various branches of science, followed in each case by a special examination. These examinations have hitherto been conducted by the College itself; and, whatever confidence may be felt in the competence and impartiality of its teachers, the University has had no control over the results.

Under these conditions it is not surprising that the Senate of the University has not been able to accede to the desire of the College that its successful students should acquire not only the Diploma and Associateship of the College—itsself a well-known distinction—but also the degrees of the University. On the other hand, the students of the College have not unreasonably felt it a grievance that, if they wished to take a University degree they were obliged to take another distinct examination, according to a prescribed syllabus, which did not in many cases coincide with their curriculum and teaching. This grievance has been so deeply felt that the College has even expressed a desire to have its charter modified so as to give it the right of conferring degrees on its own examinations, and so becoming in fact or in name a separate and independent University.

According to the new agreement the University is to have control of the examinations in the Imperial College, and these examinations will be conducted by a board of examiners, appointed by the University, and including both teachers of the College and external examiners. The syllabus of study in the various subjects is to be drawn up by the College, and submitted to the University for approval. Thus the teachers retain freedom to draw up their own curricula and to teach by the methods that they consider most suitable, while the University has control over the standard and conduct of examinations.

It will, therefore, be possible for students of the Imperial College, provided they have matriculated, to obtain the University degree on their College examinations, the College retaining the right to impose any further tests or courses as an additional qualification for its diploma. The tandem system is to be preserved, and the arrangements for the examination will be given sufficient elasticity to harmonize with it, the examiners being instructed to take the peculiar conditions into consideration when establishing the standard of their

awards. Thus a harmonious arrangement has been reached by mutual concessions, with no sacrifice of principle. It is confidently hoped that, as a result, a much larger proportion of the students of the Imperial College will take a University degree, and—what is more vital—that they will enter more fully into the life and activities of the University with which the College will henceforth work in closer co-operation. Such co-operation is evidently to be desired in the interests of both institutions. The Imperial College is at present a "School of the University" and one of the largest and most important Schools. It is itself a federation composed of the Royal College of Science, the Royal School of Mines, and the City and Guilds College; and its relation to the University has been a matter of discussion and often of controversy ever since the re-organization of the University in 1900 as an institution for teaching and research as well as for examination. There have been proposals, on the one hand, for incorporation of the College in the University—a policy that has already been adopted in the case of University College and King's College. On the other hand, there has been agitation from time to time, influenced to no small extent by the grievances above mentioned, for the establishment of the Imperial College as an altogether independent University of Science and Technology, giving its own degrees. The undesirability of having two or even more separate Universities in London has been generally felt; but it has not been easy to give full scope to the academic aspirations of the various bodies concerned. The University of London has grown to be what it is—and it is by now by far the largest University in the British Isles—by a series of foundations and re-organizations which have each left their stamp upon its present character. University College and King's College were each founded nearly 100 years ago, more or less as complete and independent university institutions, though neither of them was given the right of granting degrees, and this right was restricted from 1836 to 1900, to the Examining University of London. When the Act of 1898 made this University into an institution for teaching and research as well as examination, many colleges already existing in London were included within it, and the relation of these to the University has been the subject of much discussion, of at least two Royal Commissions, and at present of a Departmental Committee. Various problems have arisen, but it must be remembered that each college now has its traditions, which it is unwilling to give up. More university control may be desirable in order to ensure equality of standard and to prevent undue overlapping of functions. But the new agreement with the Imperial College shows how apparently irreconcilable methods and ideals may be harmonized, if the difficulties be approached in a spirit of friendliness and mutual concession. For these reasons this agreement augurs well for the future both of the University of London and for other universities that may find themselves confronted with similar problems.

THE CHILD IN FICTION.

BY A. W. SEYMOUR.

Most men can call to mind some magic maid—the creation of an author's fancy—from whom they parted with a pang. Similarly, no doubt, there are heroes of fiction enshrined in many a lonely woman's heart. But where are the great child characters to stand beside them—dream children to fill the empty hearts of the childless—the little boys and girls that might have been?

Even Dickens, the great master of characterization, loses his sureness of touch when he essays to create a child character. What an unreal gallery they are: The preposterous *Paul Dombey* and his spiritless sister; *Agnes Wickfield*, austere perfect even as a child; the shadowy *Dorrit*, *Emily* and—*Little Nell*. Ruling out the *Marchioness*—primarily a drudge, and a child incidentally—and *Davy Copperfield*—largely drawn from life—there is not a ha'porth of human nature in the lot of them. *Susan Nipper* is a successful character, but she is not a child—except in years, whilst *Oliver Twist* and *Charley Bates* are the product of such an exceptional environment that it is hardly fair to expect them to show the normal attributes of children. Even the "Carol," that wonderful Christmas sermon, is marred by an overdrawn child character, perhaps the worst example of the author's fondness for old-fashionedness in children. The other young *Cratchits* are human and promise well, but they are merely supers; only *Tiny Tim* is given a "part."

With boys verging on adolescence, Dickens was hardly more successful. Can anyone believe in the ridiculous *Kit* or visualize *Walter Gay* apart from Old Sol and Captain Cuttle? To an ardent Dickensian it seems almost like sacrilege to say these things. But isn't it what we all think? Yet these characters were real enough to their creator. Probably our ideals have changed during the last sixty years, for now it seems hardly conceivable that Dickens could say of *Paul*—as he does in the preface to "*Dombey*"—"I wandered through a whole winter night about the streets of Paris with a heavy heart on the night when my little friend and I parted company for ever."

If one called for votes from grown-ups on their favourite boy-child in fiction, probably *David* in Barrie's "Little White Bird" would still hold his own. The same writer's *Tommy* and *Elsbeth* in "Sentimental Tommy" are also delightful, but it is a shock to find (in the sequel) a stout cad and a backboneless nonentity and to realize that their predominant traits are the very ones—run to seed, as it were—which had made them so attractive and interesting as children. But perhaps this is only Barrie's cleverness and should teach us something.

Of the hundreds of fine books by Ballantyne, Henty, Talbot Baines Reed, Manville Fenn, and others, which the writer read as a boy, hardly one youthful character lingers in his memory. *Dick o' the Fens* is the best remembered, but it is not the boy, but the scene (which happened to be familiar) that has survived. But these books were essentially for children, and the authors cannot be blamed for concentrating on what children demand—incident not character. For this reason we are unlikely to meet the great child character in juvenile fiction. "Treasure Island," generally regarded as a

boys' book, really appeals more to grown-ups. When it first appeared in "Little Folks," the children voted for a return to serials by an old favourite—a man now unknown. Possibly this was because we are not only told what *Jim Hawkins* did, but why he did it. Stevenson really essayed to create a child character. The little cabin boy surrounded by cut-throats certainly ought to appeal to us, but somehow we prefer the formidable and fascinating *Long John*.

When we turn to American fiction we meet children who are, at least in some respects, like the real article. Possibly the sympathies of a relatively new world are more in tune with the spirit of youth. We find the mental processes of children followed with uncanny insight, but it is questionable whether this sort of analysis makes the characters likeable as well as understandable. Stephen Crane's "Whilomville Stories" introduce us to an interesting group, but it cannot be said he has created child characters both lovable and real. The pen progeny of Gene Stratton Porter may satisfy those who like her work. The great Mark Twain's books are not to every Britisher's taste, but it will be generally agreed that in "Tom Sawyer" he created a real boy whose superior it would be hard to find in English fiction. *Injun Joe* and the cave are exciting enough for those who want "something to happen," but certainly the book's chief charm lies in the talks between *Tom* and that lovable vagabond *Huck Finn*. Their famous "cure for warts" debate and similar passages show that the author had not forgotten the way to that imaginary world which children inhabit and which is, perhaps, more real to them than the everyday one.

But Mark Twain, like all of his school, created characters so intensely American that Britishers are hardly competent to judge them, and it will be safer to confine our remarks to home-drawn portraits. These, especially the boys, are travesties; the twentieth century boy has his unattractive side, no doubt, but at least he is better than he is painted.

But badly off as we are, the last generation was in a worse plight. Fancy *Little Lord Fauntleroy* (from America) and *Eric*, of "Little by Little," held up as ideals for parents to worship and their children to emulate. Yet they had their vogue. The writer once met a man who had been so infatuated with *Eric* that he had given that name to each of his five sons.

Broadly, the children in English fiction are precocious little snobs like the "Heavenly Twins"; little old women like *Nell* and *Agnes*, or outrageous young devils like *William*, the creation of that clever lady who writes under the pseudonym of Richmal Crompton. *William* is the least objectionable of the three types. He may or may not be drawn true to life, but at least he is amusing to read about, however unpleasant he might prove if he lived with us—or next door.

Mr. Philip Kerr succeeds Sir Edward Grigg, the new Governor of Kenya, as secretary of the Rhodes Trust. From 1910–1916 he was editor of the *Round Table*. He was educated at the Oratory School and at New College, Oxford.

LETTERS TO A YOUNG HEAD MASTER.

SECOND SERIES.

BY T. AND B.

IV.—LOYALTY AND IDEALS.

MY DEAR W.,

I am rather disquieted by an epithet which you used in your last letter. You say that you are afraid that a certain member of your staff is not "loyal." What precisely do you mean by "loyal"? I have so often heard the adjective wrongly applied that I feel inclined to say with Shelley—

One word is too often profaned
For me to profane it.

Wrongly applied, I say. I will give you a few examples. I have heard a head master calling one of his masters disloyal because he disapproved of the changes which that head master had made in the organization and curriculum of the school. This disapproval he had openly and courteously stated. He had at the same time added that he would carry out the wishes of the head master to the best of his ability. Such a man ought never, in my opinion, to have been characterized as disloyal.

Another's "disloyalty" consisted of wishing to leave at a time which was inconvenient to the school. After applying for head masterships for years, after being on several "short lists," and realising the full force of "Hope deferred maketh the heart sick," he was unexpectedly offered a good post on condition that he entered on his duties in a month's time. True, it was difficult and inconvenient for his head master to fill up his post at such short notice. But can you blame the poor man for wishing to take advantage of what was probably his last chance of promotion?

Another was pronounced "disloyal" on account of an acid comment on one of the head master's actions which he had, in a fit of disgruntlement (if there is such a word) made in the common room, and which had come to the head master's knowledge. Now, I want to deal very particularly with cases of this kind. There never has been since the world began, and never will be until and unless the human race changes its nature, a man or woman set in authority over others who is not sometimes criticized, grumbled at, "slanged" and joked against by them. Only a very small proportion of what is said is seriously meant. Generally speaking, it is just harmless blowing off steam, so to say. Head masters, of course, are not exempt from this penalty of authority. Both boys and masters give tongue—if the phrase be not offensive—about him occasionally. Teaching is a nerve-racking job, and teachers are therefore very sensitive. No head master, however tactful, can avoid flicking that sensitiveness on the raw sometimes. Then the aggrieved one alleviates his irritation by a growl, or a sarcasm, and it is much better to relieve one's feelings than to brood. Sometimes a thing said in this way, sometimes by accident, sometimes by design—for the teaching profession is not without its Honest Iagos—comes to a head master's ears. If he is wise, he will recognize it as an innocuous explosion and dismiss it from his mind. It is foolish in the extreme to regard it as a proof of disloyalty. If he is unfortunate enough to have on his staff a mischief-maker he should choke him off absolutely on the first occasion on which he reveals the symptoms of a *delator*.

One or two head masters I have known have been Stuarts, believing in the Divine Right* of Kings (with themselves in that rôle). They have gone so far as to expect in their staffs the intense personal devotion which that line inspired in many of its adherents. I hold that no man can claim such *personal* loyalty as a right. Should it by great good fortune come to him from any source, he ought to be profoundly and humbly grateful.

But surely there ought to be loyalty in a school staff? Rightly defined, of course, there should. There should be that loyalty which means the absence of envy, hatred, malice and all uncharitableness. There should be that loyalty which means honest and straightforward and good-tempered (above all good-tempered: two-thirds at least of the world's troubles are caused by bad-temper) dealing between man and man. There should be that loyalty which means the avoidance of anything which may impair the happiness, smooth-working, efficiency, and outside reputation of the school. If there are discontents, disagreements, or squabbles—for it must needs be that offences come—they should be composed within the school itself, and not a breath of them should go into the outer world. There should be that loyalty which means unselfish and untiring co-operation in raising the teaching profession as a whole to the position which it ought to hold in public estimation.

Yours ever, T.

MY DEAR W.,

T. is quite right in drawing your attention to the difference between loyalty and routine obedience. The finer and more desirable the quality the rarer it is. Even so desirable a thing as respect is not to be obtained to order. Mr. Austin Dobson's Curé had finely graded methods of expressing respect—

"But a grander way for the Sous-Prefet,
; And a bow for Ma'm'selle Anne;
And a mock 'off-hat' to the Notary's cat,
And a nod to the Sacristan:—"

I have had colleagues who have complained that certain pupils showed them no respect. I remember one colleague who had senior standing and bitterly resented the apparently slight estimation with which the juniors on the staff regarded his position. "I get no respect from them," he reported to me, as if he expected that in some mysterious way I could alter all this. One gets the respect one commands. Like wisdom, respect "cannot be gotten for gold neither shall silver be weighed for the price thereof."

Loyalty is a kindred topic. But of course there are major and minor loyalties. We can only be truly, contentedly loyal to our own highest ideals. In the clash of loyalties it is the highest that should prevail. *Amicus Plato sed major veritas*—an idea from the Nichomachean ethics which a young reporter innocent of Latin is reported to have made into a speech by a military gentleman. Aristotle, however, makes it quite clear that it is

an activity according to the highest form of goodness which is the greatest happiness. There is plenty of room in a good school for many opinions. If the staff have been enabled to reach the dignity of free men, if their opinions have been invited and their arguments respected, if, in other words, they have been allowed to be *loyal to their own intellectual ideals*, the commonplace common room grousing will be usually absent. He is a very poor head master whom his colleagues are not allowed to oppose—at least in the discussion stage of new projects. Sometimes from a shrewd criticism which an atmosphere of freedom encourages arises a new and superior plan. This does not in any way imply that the final responsibility for the organization, teaching and discipline is not best in one person's hands. The staff expect the head to make decisions, and have no respect for the head whose orders are uncertain and who is afraid to make up his mind.

I have sometimes felt that the ordinary members of a staff do not know how much consideration is given by a head to their personal feelings when a question involving teacher, pupil, and parent is being decided. They are apt rashly to imagine that if the decision is not exactly as they recommend their position is being undermined. No head worth his salt would weaken the position of one of his colleagues. But when judicious enquiries are made additional facts are often disclosed which alter the complexion of the affair, and the relation of the *parent* to the case introduces a factor which is difficult for junior members of a staff to appreciate fully. A well-known city councillor in the North is said to have summed up his own political creed in the unusual formula of "D---n the ratepayers!" Some assistant masters in their youthful enthusiasm would probably say much the same thing about the parents. But it is the head's business to deal with parents as well as with pupils and colleagues, and it must not be too readily imagined that he is always willing to "feed" his colleagues "to the wolves," as American idiom has it, when he is merely anxious to retain the confidence of the parents, who are important partners in the undertaking. It is no light task to do justice in problems of human conduct in which several persons are concerned. Let us ask our young colleagues to believe that it is conceivable that a head master may be just, even if they don't like his judgments.

Of course, we must all pull together if the school is to prosper. The interest of the school must come before our own selfish or personal interests. No one should ask a favour of the school authorities which he himself would be unwilling to grant to another. Accidents may come alas! to any one of us; but it is a moral duty that a man keep as fit as he can for his daily work. He has no right to give to school the fag-end of his energies, nor to use his leisure in such a way as to diminish his school effectiveness. Necessity knows no law, but the worst time to be ill is at the end of term when all the reports and routine work must be done.

I cannot help recording the case of a fellow head master who made careful enquiry amongst us as to the number of free periods allotted to the assistant staff. His own people were easily the best off. "Whatever do they all do with these free periods you give them?" asked an enquiring friend. "Do," he replied. "They sit in the common room and discuss their grievances."

Yours ever, B.

THE WESTERN BAY.

BY LORD GORELL.

I.

Come, O come away, away!
Come in gladness, come and play
In the little western bay,
Where the happy water pours
Legend music on the shores,
Soft and sandy, till it knocks
At the stubborn barrier rocks,
Gurgling up each clammy side,
And the countless clingers bide
Patient the renewing tide.

II.

Come, and, rolling over you,
Let the ripples' touch renew
Everything you think and do;
Freshly let their laughter shake
All old jollity awake,
Long submerged in toil and town;
Deep let solemn memory drown,
And, where Nature soft shall bind
Sea-enchantment on you, find
Refuge for the laden mind.

III.

Fisher gulls in streams of light,
Circling, show now black, now white,
And the petrel's eager flight
Skimmingly along the shore
Leads on up to sun-bathed moor,
Where in fox-glove heavily
Hides the droning humble-bee:
All is freedom, soul's repose,
Where wind-wine heath-scented blows
And green wave rock-whispering goes.

IV.

Come, O come away, away,
When your heart's whole hope is gray,
To the little western bay
Round the corner of the mind,
Where by Fancy's wealth designed
Ever round the seamew's home
Romp the fairies of the foam:
Come away, and once again,
Greater-souled than doubt and pain,
In Earth's simplest freedom reign.

LINES ON A PORTRAIT OF A BOY BY AUGUSTUS JOHN.

Spirit of Youth incarnate, thee I hail,
Praising thy beauty fresher than the spring.
Beneath a sunburned brow thine eyes look out,
Lustrous and mournful, filled with wondering,
And gaze around, half-fearful, half in doubt,
In contemplation pale
You see the world, and seeing, hesitate
To plunge unwitting in Life's mystery.
And yet Life calls, so Youth goes darily,
And going taunts both Destiny and Fate.

M.R. (16).

SCHOOLS OF THE ROYAL AIR FORCE.

The necessity of an efficient and adequate Air Force is now acknowledged on all sides; expansion of our present Air Force is a matter of urgency. This implies a big increase in personnel. In such a specialized and technical profession, special training clearly is required, for an efficient airman cannot be made in a day.

The Air Ministry have therefore formulated a scheme to ensure a continual supply of trained mechanics and pilots for this steadily expanding service.

There are at present in the country three schools of technical training for aircraft apprentices—Halton in Buckinghamshire, Cranwell in Lincolnshire, and Flower-down near Winchester, which specializes in wireless.

Boys between the ages of 15 and 16½ can enter these schools, chiefly by examination, but all conditions and regulations can be obtained by applying to the Air Ministry. Once entered, the apprentice receives a three years' apprenticeship training in one or other of the skilled trades, and is provided with a free outfit and lodged and victualled free of cost in addition to receiving pay at present fixed at the rate of 1s. 6d. per day. In return for training, which incidentally equips the apprentice to enter a skilled trade when his term of service is finished, he undertakes to serve twelve years in the R.A.F. from the age of eighteen.

At the end of his three years' apprenticeship a "passing out" examination is held, and on the result his future prospects in the Service to some extent depend. The best boys can be offered a cadetship at the R.A.F. Cadet College, passing thence to commissioned rank. Other boys of promise may be selected for an extended course and immediate promotion to the acting rank of corporal, while all boys who pass out of a training centre always have the possibility of a commission before them during their service if they give proof of fitness.

Thus, then, the prospects and careers offered to aircraft apprentices are excellent. And what of their life as apprentices? To a greater degree perhaps than in the sister services, the R.A.F. requires the development of individuality and responsibility. The airman is working much more by himself: for instance, two aero fitters and one rigger are given sole control of a machine; on their skill and industry depend not only the machine, but the pilot's life. Again, a pilot takes with him on a flight a mechanic, who must be able to do all that is necessary to ensure the perfect running of the machine.

The aim, therefore, in the minds of the Air Ministry is to formulate such a scheme of training as will not only turn out a first-class mechanic, but also an educated man, self-reliant and dependable, accustomed to think for himself.

To that end, there are two complementary sides of the apprentices' training—the school and the workshops, the theoretical and the practical.

The apprentices spend eight hours a week in school, and eighteen hours a week in the shops. The first year is devoted to basic training, *i.e.*, the inculcation of general principles, elementary mathematics and science, engine drawing, the use and handling of tools, etc.

The next two years are ones of advanced training, when the apprentice specializes in his particular trade, fitter-aero-engine, carpenter rigger, coppersmith,

electrical trades, draughtsmen, etc., naturally concentrating chiefly on the types of machines in the R.A.F.

The shop training therefore ensures that at the end of his time the apprentice is a skilled worker at his trade, while the school enables him to grasp the principles underlying his practical work. He understands something of aeronautics, ballistics, composition of materials, electricity, the internal combustion engine, workshop drawing, while his mind is broadened and cultured by a very comprehensive syllabus of English History, Geography and Civics, designed to excite his interest and to help him to become a well-read man and a good citizen.

And his life outside his definite technical training? The aim of the Air Ministry is to combine as far as possible public school ideals with the disciplinary necessities of a fighting service. He is housed in spacious and comfortable barracks, especially at Halton, which lie amid the beautiful Chilterns.

The apprentices are divided into sections, each section into squadrons, and each squadron into flights. Healthy rivalry at games is inculcated, and a sense of *esprit de corps* is fostered by organized inter-flight, inter-squadron, and inter-section matches; while the sense of unity is helped by matches against outside opponents. A special staff of officers and N.C.O.'s is in charge, and the officers stand somewhat in the position of house masters at a public school.

Every apprentice must play a game of some sort, though he may choose which he will follow, and organized games are part of his routine. He is also, at Halton, provided with a golf course, which he can use when not on duty. Indoors, each section has its own Institute, where there is a canteen, a games room for billiards, chess, draughts, etc., a reading room and reference library for "home-work," and a lending library consisting mainly of fiction. There is also a camp cinema theatre, where most of the latest films are shown.

Thus he is amply provided with amusement and entertainment, bodily and mental, both indoors and out.

In order to inculcate some sort of public school spirit, the prefect system is adopted under the title of "leading aircraft apprentices," who have considerable responsibilities and compensating privileges, nearly equivalent to those of a prefect in a public school.

Thus, then, all sides of a growing boy's life are catered for: he is healthily busy, and has a wide diversity of interests; he has ample opportunities of becoming a skilled and well-educated man; he has only himself to blame if he fails.

Let me conclude with a typical day's routine in the life of an aircraft apprentice:—

Réveillé 6-30; breakfast 7-30; cleaning kit and rooms, then parade for shops, 8-30; back for dinner, 12-30; parade for school, 1-30; games, 3-45; followed by tea at 5-15. Then comes leisure time, which can be devoted to home-work, private reading, games, cinema, etc.; supper at 8-15, and so to bed 9-30.

The results of this scheme of training, judging by reports of "old boys," appear to be excellent. The Air Ministry is laying the foundations of the service well and truly.

ON LEARNING TO DANCE.

BY SENEX.

Twenty years ago I was in great demand at children's parties, mainly because I was supposed to be able to enact, with some approach to verisimilitude, sundry animals, both tame and wild. I believe I was most popular as a horse, and many was the light-souled fairy burden that I bore upon my willing back. But increasing age has deprived me of some of that agility necessary to horses and bears, especially bears clad in hearth-rugs, and, moreover, all the children now dance. So I, too, despite my infirmities, had to learn to dance or else cease to be a welcome visitor at parties held from three to seven.

It was useless to pretend to an accomplishment I did not possess. I tried it twice, each time with disastrous results.

On each occasion the request for partnership came from the young lady.

"Please dance with me," pleaded the wee thing in pink.

"But I can't."

"Yes you can, if you try."

"All right then. Let's try," and we took perhaps five or six steps.

"No, I see you can't," said the lady. "I'll get someone else." And without more ado she left me.

On the second occasion, on board a steamer crossing the Atlantic, I had lasted out about twice the length of the space devoted to dancing and as we passed a small American child she said, "Next dance for me, please." Before, however, I had time to accept what was really a very winning invitation, the damsel in my arms exclaimed, "No! Don't you have him; he treads on your feet."

As the result of these very dismal failures I scanned the advertisements in the daily papers. I lighted upon one that proffered private lessons at any hour at a place so near to my office that a visit was just possible in the all too short a period that my harsh employers allowed me to devote to lunch. I sought the school of dancing and was handed over to a young and very delightful person whose feet twinkled more seductively than those of Suckling's maid, though the shortness of the modern skirt prevents the simile of peeping mice being either descriptive or appropriate.

This slim wisp of a girl, her head crowned with a golden summer shingle, warmed by a suggestion of autumn red, took me, twelve stone of me, in hand and began to initiate me into the mysteries of the jazz-accompanied fox-trot. "Slow, quick, quick, slow," she repeated patiently as I stumbled along in every rhythm except the one she chanted. I take the smallest size of shoes, but my feet seemed to lengthen and swell so that they filled more space than those of the giant whom Jack slew in the land beyond the beans, and once, after the ten thousandth reminder "Keep your feet together," when the said feet pointed, like those of a camel slithering in mud, to every point of the compass in turn, she smiled a tired, pathetic smile and murmured, "What wonderful feet!"

It seems absurd, but I couldn't even remember, with alacrity, which was my right foot and which was my left. Had I been able to stop to think, my native intelligence

would probably have guided me, but before I could say to myself, "Now this is my right foot," my left had asserted a leadership that, at that moment, belonged to my right, and gone wandering off in its own wicked, wilful way.

We had fox-trotted many miles when, one day, my terpsichorean enchantress remarked, "We shall now learn to waltz." "Shall we?" thought I, dazed by her triumphant optimism and awed by her pluck. She floated down the room, chanting "Long, short, short; long, short, short" in a soothing, coaxing kind of way and I replied by putting the longs where the shorts should have been and turning on each of the steps except the right one till at last I thought I had caught the rhythm of it all. Round and round we went with apparently not much effort and I was tickled with the idea that my feet were at last under control and that my limbs had lost something of their accustomed rigidity when she cooed, "Glide; don't march!" and my soaring satisfaction lay crushed amongst the dusts of despair.

I felt like one of

"The huge Leviathans"
that

"Forsake unsounded deeps to dance on sands."

And the end o't all. Well, she still smiles and coos and I still stumble, with alternations of hope and despondency, and she says that if I go on practising I'll some day step it better than I do. It is not improbable that she is right; I could not very well step it worse. But if the suggested improvement does not soon become apparent I think I'll give up trying to learn to dance and return to playing horses. I wonder if she'd come to hold the reins.

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

AUGUST, 1850.

Principal and Assistant (from a leader).

In all commercial concerns, the interests of the employer and the employed are inseparable. It is, however, most evident in those pursuits in which professional and domestic life bear closely on each other. In none is this more felt than in school business. The schoolroom, or, at any rate, the school premises, will not admit a strong line of demarcation between professional pursuits and domestic habits. The Principal and Assistant cannot stand apart as individuals of different caste in either of these respects; they must occupy the same relative position in the schoolroom and at the fireside; professional intercourse must take its tone with them, more or less, from social intercourse; what they are to each other as men will entirely regulate their common advantage as employer and employed. If this mutual equality be conceded, it will follow that every earnest Principal will, in his pursuit of personal improvement, be solicitous for the same in those about him, with whom he is, or ought to be, on unreserved terms of professional and social fellowship.

THE SCHOLASTIC PHILANTHROPIST.

BY RUSTICUS MINIMUS.

The head master had finished his visible day's work, had sipped his refreshing tea, and was smoking a modest cigarette to soothe his nerves before he tackled his evening's work, invisible to the general public, known only to his own conscience and possibly to the recording angel. Before he began, one of the maids entered. "Gentleman to see you, sir," she said, handing him a card.

Mr. Fulsome Oiltoft.

Scholastic Philanthropist.

"Ah! a fellow practitioner," he murmured softly, "he ought to be interesting."

Hardly had he entered the drawing-room than a gentleman literally swooped down upon him, shook his hand warmly, and exclaimed: "The head master, I presume; I expect you know me? I am the greatest friend of the scholastic profession in this country."

The head murmured faint apologies for his ignorance.

"Just think what you have missed. I might have made you a rich man by now. But it's never too late to begin."

"Perhaps you will tell me to what good fortune I owe the honour of your visit, and your deep interest in my personal welfare."

"Well! it's like this. I was motoring through your town and had to call at the telephone office. You will understand that I never miss a chance of doing a good turn every day to some fellow-creature. So I asked the telephone girl if there were any schools in the town; she directed me to the girls' high school and to your ancient grammar school."

The head nodded. "O, yes, I quite understand. I, too, am a scholastic philanthropist in a small way. I am always helping poor boys to get on. I often give them a good dinner at my table when I know they cannot afford to pay for one. I lose on my boarders as often as not, because I see that they are well taught and well fed, regardless of the fees which their parents can afford to pay. I don't want to boast in the least, but the games fund is usually heavily in debt to me. Sometimes I really wonder whether I ought to continue my scholastic philanthropy."

"Ah! you must let me help you, and we'll soon change all that. Scholastic philanthropy is a wonderfully paying game. You see that covered motor." The head gazed through the window at a car far grander than the modest one of which he vainly dreams and for which he occasionally breaks the last commandment. The chauffeur wore livery worthy of a ducal driver. "Well, I have another one as good as that, and a sweet little place in Hampshire. I am just on my way there now for a rest, after a tiring trip on behalf of the parents and schools of this land."

The head ventured to suggest that he would like to know the precise good fortune which his visitor proposed to bestow upon him.

The philanthropist came to the point. "The parents of England consult me in their thousands as to the best schools for their boys and girls, and I give them my advice freely and gratuitously. In this way: I am constantly fertilizing the schools by passing through them a stream of boarders. I am quite the greatest scholastic philanthropist in the country in that way."

The head suggested that he knew of a few others who found a similar kind of philanthropy a very pleasant way of making a living.

"Oh! they are mere babes at the job. I am the Napoleon of scholastic philanthropy; nobody else can come near me."

The head hinted delicately that he was not quite sure who paid for the motors and the sweet little place, if the parents of England were gratuitously shepherded like a flock of docile sheep into the proper scholastic pens.

"That is quite easy to explain," said the scholastic Napoleon. "When a school entrusts its future to my care, I merely ask a trifle of twenty guineas for the first pupil, and a very small percentage of the fees on the rest. Remember that I guarantee the first pupil, and after the first others are sure to roll in."

The head murmured that he thought twenty guineas rather a lot.

"Yes, perhaps it is. If only the Board of Education would grant me a monopoly I could run the show quite cheaply. If I knew that every boarder would be entered through me, and that every school were on my list, then my ambition would be realized. I could gratify the parents and fertilize the schools for a merely nominal payment. As it is, the confidence which the schools have in me is quite touching." He displayed a fat wallet and drew out some slips of paper. "See," he exclaimed, as he showed cheque after cheque. "That proves how they trust me." Then from another pocket he drew a bulky case and opened letter after letter, in which parents and school masters thanked this Fulsome Napoleon for his valuable aid.

"Come," he concluded, "give me your cheque, and in a year I'll guarantee that you will be writing me the same kind of letter, as the number of your boarders increases and your loss turns into profit."

But the head master was like the deaf adder that stoppeth her ears and refuseth to hear the voice of the charmer, charm he never so wisely. The philanthropist was quite grieved to think that anyone could throw away such a wonderful opportunity. He bade farewell in the manner of one who was whispering to himself: "These scholars are mere babes; they may understand books, but they don't understand business."

As the head master went back to his study, his musings were slightly different. "The dear people of England are somewhat hard to understand. They reward the scholastic philanthropists with motor cars and nice little places, yet they cannot teach a class, and they are often comparatively ignorant men. Then they begrudge a just wage to those of us who teach their children with infinite patience, with unwearied perseverance, and with the skill that comes only through knowledge and practice."

Mr. A. G. Russell, classics master at Hastings Grammar School, and who has held the Sachs Studentship at the British School at Athens, has been awarded the Cromer Greek Prize of the British Academy for an essay on "The Use of Greek Mercenaries in Ancient Warfare." The prize was founded by the late Earl Cromer for the purpose of encouraging the study of Greek.

ART.

BY RUPERT LEE.

The Polarization of Cezanne.

It was, I believe, Oliver Wendell Holmes who introduced me to that useful expression "depolarization." In one of his essays he speaks of the necessity of depolarizing the Bible, which by long familiarity has been made impossible of a proper appreciation. Like most difficulties, this has only to be understood and faced to be on a fair way to disappearing. Since understanding this pastime I have adopted depolarization and, indeed, found it a daily necessity in dealing with most of the great works of art. Those dreadful guides at Versailles crowd you all into a little room in the Trianon, and while they bellow in their toneless and grubby French you mutter, if you are wise, "depolarize, depolarize." One may easily depolarize Boucher. Some works are easier than others. I can manage Rubens and Titian. I have never been able to depolarize the Mona Lisa. It doesn't matter, however, as it is not a particularly fine example of Da Vinci's art. One may assume that this necessity for depolarization arises from discipleship. Through worship or imitation the more obvious characteristics of the adored work become over familiar and what happens then is difficult of analysis. We do not, in all probability, know the country as well as we thought we did and these new and conflicting sign posts may put us off the track. In no case do we find greater difficulty than in the latest relegation to the polarized. I refer to Cezanne. A visitor to the Leicester Galleries will be surprised, astonished, at the similarity of some of the Cezanne drawings and paintings to certain drawings and paintings in the London group.

I have never rightly understood why great art should have enemies, but enemies it does have just as every virtue has enemies—from which story-tellers no doubt evolved the notion of a devil—and these cloven-footed gentlemen are always in wait to wreak their spite on the next interesting thing which chances along. Most of these have left Cezanne and are sharpening their tongues for newer game; a few remain to tell us that the reason Cezanne is copied and imitated is because he is easy; that his work is a collection of mannerisms and easy style adopted to save hard work. This perhaps just needs contradiction, but only just, as the contention cannot be supported. Having cleared the ground, however, we still find ourselves with a curious necessity of having to depolarize Cezanne. In the process this interesting and easily comprehensible fact strikes us. Those pictures and drawings we need to depolarize most are exactly those in which the artist is working most consciously, those in which he is seeking a close analysis and wishes most to understand procedure. Those we need to depolarize least are pictures painted—if I may be allowed the expression—with passion. Pictures in which the subconscious has broken through—things which the last century would have called inspirations. This being so, does it not seem as if the younger painters have chosen wisely? That they have made us familiar with his conscious work must show that it is these they have mostly emulated, and if they admire Cezanne is it not more wholesome, more sane and more beneficial that they choose for emulation rather his works of science than his works of passion?

MUSIC.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

Early Rhythmic Training—I.

Ways and opportunities of giving rhythmic training have already been indicated in connection with the record of Nursery Rhymes discussed in the April, May, and June numbers. But whereas it was there spoken of in a general sense as one of the many lessons for which that record can be used, I now propose, in response to many requests, to give some account of what is being done among the youngest children, long before the word "rhythm" is brought to their notice.

Let us take the record of Mozart's Minuet in D from his Divertimenti (No. 131), Col. L-1132. Attention may be called to the different character of the sounds in the first and second sections of the minuet. A picture of the French Horn is shown to the children, "the instrument playing the opening section: the second section being played by other instruments (strings, flute, oboe, and bassoon)." On the principle of one thing at a time I think "other instruments" is quite enough to begin with. The children are interested in seeing if the French Horn can be heard again, *e.g.*, "the man playing the beginning of the tune goes away: tell me if he comes back again." With the babies the opening minuet will be sufficient for a beginning of the rhythmic work, but for later purposes it may be well to add a future development. The first trio begins with a flute solo accompanied by "plucked" (*pizzicato*) strings. "Can we hear the horn now?" Very often one is told, "No, there is a whistle," and then a picture of the flute is shown, and still another instrument is brought to their notice and to their consciousness. In the second part of this trio the violin joins the flute in playing the tune, but at an octave below, and here we have an example showing how the combination of two different instruments playing the same tune alters the characters of their sounds.

Other points in this record are the recurrence of the chief tune (subject). The opening minuet is built up by a first tune (horns), a differing second tune (strings and wood), and concludes with the first tune again. The trios (two of them) which come between the repetitions of the minuet, consist of two sections only, each of which is repeated. The children sing the *doh* at the end of the minuet, and at the end of each trio, and so discover the changes of keynote (modulation). More advanced children may sing the opening strain to the *sol-fa* syllables; those not familiar with the syllables may vocalize or hum it.

Some preliminary work seems advisable, especially with the small children, because it gives them a definite point of interest in what they hear, and opens their minds to the many things that are to be found in music: it prevents the possibility of the music being associated with a single idea.

Space being exhausted, I will deal with rhythmic work with this record in next month's issue.

(To be continued.)

EDUCATION ABROAD.

PHYSICAL EDUCATION IN DENMARK.

By E. W. RICHARDSON.

Denmark, a low-lying, wind-swept, water-surrounded, cold country, was until recently a prey to that dread disease—consumption. Yet by science, skill, hygiene and physical education she practically eliminated tuberculosis of the lungs, and so drove out the fell scourge, that, to-day, Denmark has the lowest death rate from consumption of any European country. To-day, however, the Danes do not follow the Viking custom of conquering and marauding, which entailed a highly strenuous, open-air, athletic existence, but they do eat too much meat, fish, and nitrogenous foodstuffs. In consequence, many Danes suffer from adipose tissue, and it is a sad fact that cancer of the stomach is so prevalent that one Danish person out of five, of the age of 45 years and over, dies from cancer. So physical exercise of the over-nourished body is not only a virtue, but a necessity.

The Danes believe in sanatoria and hydropathic establishments; in sunlight and open-air "cures." As Denmark consists entirely of islands and peninsulas cut into by the sea, it is natural that the people should be fond of sea-bathing, swimming, boating, etc. Inland, too, they have many bathing establishments, and physical cleanliness is one of the most striking of their attributes. Most of the Danish sanatoria are situated on the shores of fjords or on rivers, so the patient can have the advantage of bathing in the open air, as well as in the specialized therapeutic and scientifically-arranged medicinal baths of the particular establishment at which they are taking the cure.

A typical bathing and open-air cure establishment is the Vejleford Sanatorium, in South Jutland. The first thing that strikes the observer here, and at all Danish sanatoria, is the beauty of situation. Pleasantly-placed amidst sylvan scenery, the upper rooms command fine views over land and sea. The next point is the comfort of the bedrooms, all fitted with electric light. Besides covered in verandahs, there are various summer-houses in which the patients can lie or sit and enjoy the fresh air in shelter. The common rooms, as the library, the dining and recreation rooms, are large, bright and airy, and apart from the operating-room, the dispensary and the special bath rooms, there is little to remind one that it is a place for the cure of disease.

The same choice of beautiful surroundings characterizes Denmark's chief institute for physical education, that at Silkeborg, in the centre of Jutland. It is built on the banks of Denmark's most beautiful river, at the head of the Danish lakeland, in the heart of a great forest, surrounded by well-wooded and heather-clad hills. The adjacent river and scores of lakes afford opportunities for bathing and boating, while the hilly country entices one to take walks among its varied beauties. The building is a large one, most conveniently arranged, comfortably furnished, with pleasant, single bedrooms for the pupils, and one of the largest and best equipped gymnasia in Europe.

Sanctioned by the Danish Board of Education, and recognized by the Ling Association (England), the course of instruction is intended to equip students as

teachers of Ling's (Swedish) system of educational gymnastics, educational games, folk dances, etc. The course extends over two years, and includes instruction in the theory and practice of gymnastics, anatomy and physiology, with hygiene, psychology, pedagogy, corrective and remedial work, and "commanding," including voice production. All the teaching is in the English language, and is concrete and practical. It is based on the Principal's experience gained in superintending physical education both in Denmark and in England. The Junker Institute students are allowed to teach calisthenics to the scholars of the Silkeborg Secondary School, and so gain actual pedagogic experience. Here, too, all the instruction is given in English, the children understanding our language. The students may practise also on private classes, for men and women, in the town. Mrs. Junker, the Principal's wife, caters for the comfort of all the pupils. The influence of the college is felt, not only throughout Denmark, but in Great Britain and all other countries wise enough to take up physical education.

GLEANINGS.

An Indian Testimonial.

The following example of a testimonial has come to us from India. The names have been altered but the spelling and sentiments are as in the original.

To PROF. BHAIRO DUTT SARSWAT,
 Founder and Principal,
 BUND COMMERCIAL COLLEGE,
 HYDERABAD BUND.

SIR,

"We the Students of Bund Commercial College beg to offer our sincere respects to you on the eve of completing our Commercial Course and it gives us the greater pleasure to state that you have been the pioneer in Hyderabad Bund if not in the whole Province of Bund to advocate the cause of Commercial Education which is one of the principle means of regeneration of the Province. We are quite satisfied and take this opportunity of expressing our appreciation that "Bund Commercial College" under your careful management is doing an excellent work in Commercial matters. It cannot be denied that your tutition in all Comm. subjects is an exceptional one. You have crystallised your experience as a Teacher and have proved yourself a rare thing a practical enthusiast.

We don't exaggerate an inch to admit that your administration has been more of parental care and good will than of rigid officialism.

This institution was recognised by the Director of Public Instruction Bombay in a short time and notwithstanding in its embryo stage appears to have taken a considerable hold on the people of this Province and is fulfilling a long-felt want of Bund when the demand for Commercial Education was very keen and we must feel thankful to you for this enterprise which is a complete success.

Lastly feeling bound as we are we can't but wish you a glorious future which we know will be characterized by much ability, industry and resource."

We beg to subscribe,

Sir,

Your most obedient pupils.

(Here follow signatures.)

MY EXPERIENCES OF SCHOOLS IN SOUTH AFRICA.

By G. I. WATSON, Cape Province, S.A.

During the fourteen years that I have been in South Africa my teaching experiences have been gained in many schools. I have now been in three Provinces—Natal, Transvaal, and Cape Province. The syllabuses for the schools vary in all three.

I came out in 1911 as assistant in a Church school in Maritzburg. This school consisted of about twenty day scholars from the town, fifty orphans from St. Croix Orphanage, St. John's Convent, and then sixteen boarders from a hostel under St. John's Convent. This was a cheap hostel (30s. a month per child). The children came chiefly from the farms in Natal and from Johannesburg.

I worked for two years here, six months of which I was in charge—while the Sister was away. The work was really easy compared with the large classes I had been used to in Kilburn, for although I had Standard V and VI I had only twenty children; but these colonial children needed different handling to London children, and a new syllabus had to be worked up.

Colonial children are easy to manage when one gets used to their precociousness. They are passive and the difficulty is to persuade them that work needs an active force behind it. In fact, a class is often so sluggish that one sometimes longs for the alert mischievousness of the London classes to liven things up a little.

At the end of my two years in Maritzburg I took over a small school in the country. The school was built on the flats and the nearest house was a mile away. The children came from the farms round, some three and four miles off. They reached the school on various mounts, some on horseback, others on mules, donkeys, bicycles, or in farm carts. I lived at a hotel three miles off and first used to bicycle over, but eventually I, too, invested in a horse. I had never ridden before and spent a great deal of time picking myself out of the mud.

Previous to starting work I had to spend a day on show. I was taken in a cart from one farm to another to visit the parents and to see the children, who with clean pinafores, their hair well brushed and hands well washed, were sat on chairs to look at me. I had as many cups of tea as houses visited.

I ran this school for two years and had then had enough of it. There were thirty children, all standards represented, and myself the only teacher. I lived at a wayside hotel, myself, the proprietor, and a very old house-keeper were the only persons, except for a stray visitor now and again. Of this hotel I could write pages, but not now.

Another six months I spent at a kindergarten school, also thirty children and myself to teach them, all below Standard II this time. All the parents wanted to act as managers, so I came to the conclusion kindergarten teaching was not my line of work, and I then entered the Government service.

Now I began real class work again, with Standard IV in a school of 500 in Durban, near the docks. It was my first handling of large classes since I had landed in South Africa about five years previously. I enjoyed it, but was not left long in peace there, for after eighteen months I got orders to go up to Northern Natal—no choice was given. I arrived at school one morning and was told to

pack and go off the next day. So I arrived in my new place of abode in a contrary mood—vowing to hate all connected with place and work, etc. Nevertheless I soon got interested in my work. I was given a class of boys, Standard V, very much out of hand, and I thoroughly enjoyed licking them into shape. As they were colonial boys, used to a lady teacher, this was easily done. The first month was a struggle; after that work went ahead. Rather different this to my work in a Kentish Town school, London, two years after—while on leave. Here I was given fifty boys in Standard VI who had never experienced a woman teacher. Not even with the help of the cane could I get those boys into order as I liked them—discipline is generally my strong point. I should much like to see the expressions on the faces of South African boys, could they see almost the entire school walking about the play-ground on their hands, with their heels in the air. It amused me immensely.

After four years in Dundee I went to Pretoria. My ambition had been Rhodesia, but illness prevented my going on, so I took a post in Pretoria. Here again new experiences awaited me. One dealt chiefly with English in Natal, with a sprinkling of Dutch; but things are reversed in the Transvaal, not only as far as children are concerned, but teachers, too, number about six Dutch to one English—Scotch also have a fair average. This school consisted of a staff of one colonial (English), five Dutch, two English born, and three Scotch, including the headmaster; of the children the majority were Dutch and Jews, the remainder English.

Here also a new syllabus was required. The history, geography, and English for the standards differed considerably from that for the same standards in Natal. Methods of examinations also varied, and the Dutch code of honour was most interesting; but a code adopted by one of the Scotch teachers to out-do this was most amazing, hence fireworks were let loose among the members of the staff.

It was at this school that I studied the staff more than the children, psychologically I mean, and I gained some valuable experience from it, which was enforced more from a mass meeting held by the teachers, principals and assistants, in protest against a reduction of salaries, suddenly sprung on us by the Provincial Council. Again the passiveness of the Colonials and Dutch, in place of the activeness of the home-born, predominated, for when told that they would take this reduction lying down they swore they would not—but they did.

From Pretoria I once more visited England, intending to settle there if possible, but after eight months of supply work in Acton and Willesden I decided South Africa was my country. I landed back at the Cape, July, 1923.

I am now principal of an orphanage school of 150 children, and could write quite a lot of this school. The work is unique and interesting but very pathetic.

Mr. Edward Rudland Clarke, M.A., head master of Tetbury Grammar School, has been appointed head master of Slough Secondary School.

SCHOOLCRAFT.

THE EDUCATION OF THE MENTALLY-DEFECTIVE CHILD.

BY A SPECIAL SCHOOL TEACHER.

Apart from the teaching world the public attention is rarely directed to the mentally-defective child and his education. Yet in every town there are some children who are unable, by reason of mental defect, to derive benefit from instruction in the ordinary school.

There are several grades of mental defect—some educable and some uneducable. It is the purpose of this article, avoiding technicalities, to deal with the high-grade defective who is educable, likely to attain at the age of sixteen years a mental outlook of about eight or nine years, and to be enabled by a specialized school instruction to earn his own living and to become a useful citizen.

As a rule, mental defect is evident by the age of seven years—at latest. Usually a child in an elementary school at the age of seven years is able to read a three-lettered word, or to solve mentally a very simple practical problem involving addition or subtraction. If he cannot there is some cause for retardation. It may be illness: it may be irregular attendance, but if neither of these, the probable cause is mental defect. The medical officer who has a case under observation then applies intelligence tests, and if the child again proves to be of low-grade intelligence (such as below 80 per cent. normal intelligence), he will certify him as mentally-defective, and send him to the special school for observation and treatment.

An enquiry into the family history often supports the result of the intelligence test, and in some cases evidence is forthcoming of relatives mentally unbalanced, of low mentality, or, perhaps, under institution care.

In many cases the child is not only retarded mentally but also extremely unbalanced, unreasonable, and of weak will power. He may also be physically weak, or suffer from some positive physical defect. The intelligence which he possesses may have run into wrong channels, making him cruel, cunning, and crafty. He may have developed bad moral habits and find falsehood more easy than truth. All these characteristics (and many more) must have attention from the special school teacher, who must combine the qualities of teacher and nurse and use infinite tact and patience.

The aim of the school is the development of initiative in such a way that it will serve as a help in the earning of a living wage in adult life. If these children are turned out from the school at the age of sixteen, unable to provide for themselves or to manage their affairs with ordinary prudence, then they must become eventually a burden upon the State, either as criminals or as paupers.

The school must foster a spirit of independence, and here the home influence counts for much.

Most children of the type under consideration are "brain slothful." They will not attempt to rouse themselves to action at the feeble dictate of their own will. They can obey in a parrot-like way, but to rouse themselves to action some strong stimulus is needed. It must not be thought that "obedience" is unimportant. On the contrary, obedience to person is a

forerunner of obedience to principle. Nevertheless, the children who are "obedient" and nothing more are like mechanisms which can only act as long as there is someone to wind them up when necessary.

This "brain lethargy" is often fostered by the child's home life. A mother recently visited a small rural school which accommodates twenty-four boys and girls aged seven to sixteen years. She talked for a while with the head teacher about her little son, a boy of eight, retarded some two and a half years in development.

"Before Harold came to your school," she said, "I made his brothers do everything for him, and now he won't let them."

The fostering of such independence is one of the hardest tasks of the special school. The child spends little more than one-sixth of his day in the school. How can it hope to provide him with the necessary stimulus for his life work? The only answer is that the children have found work on leaving school, and, what is more important, have kept that work.

A defective child is disinclined to tackle a difficulty. He is ready to "down tools" on the slightest provocation. Hence, unless he has learnt in the school the value of concentration and the overcoming of difficulties, he will be unsteady, unsettled, and unreliable in his later work, particularly when all school influence has been removed.

The school, then, must develop initiative and a spirit of independence.

In many schools this is attempted by individual teaching as opposed to class teaching, each piece of work being adapted to the particular needs of the individual.

In the small school mentioned above, each child works on his own initiative. He keeps his books and other materials in his own locker and is responsible for them. He selects his work and completes it in any order he pleases, with the proviso that all work begun must be finished, unless in exceptional circumstances. All children learn reading, script-writing, and arithmetic. They do no parrot-like work, but write easy composition on subjects familiar to them. They learn the simple and compound arithmetic rules practically, dealing with reasonably small numbers. They learn multiplication tables, building them up with material. They learn various kinds of handwork. Boys learn design, weaving, Indian basketry, rug-making (working from charts), embroidery and knitting if they wish, leatherwork (using their own original designs), cardboard-work, leading to easy bookbinding, boot repairing, and gardening. Girls make garments to fit themselves in knitting and needlework. They also do embroidery, design, basketry, and rug-making, cooking and housewifery.

At the age of sixteen these children leave school and go to work. Their acquired knowledge by that time varies. Generally all have a practical working knowledge of monetary values, and are not likely to be imposed upon. Most can read intelligently an easy book of fairy tales. As far as actual recognition of words is

concerned, several can often read more advanced books, but since, on account of their limited intelligence, they cannot understand what they read, the educational value of such work would be small. All work must be intelligently understood if it is to have educational value.

Recently four boys of sixteen have left the school. According to the intelligence tests their mental age was an average of nine and a half years. This was confirmed by their general work and interests, but it must not be taken to signify that these boys were exactly like boys of nine and a half years. Their intelligence with regard to world knowledge, school work and general interests was at the standard of nine and a half years. But it is necessary to remember that these boys were adolescent, with physical powers nearly suited to a man's work, and with rather more power of practical adjustment to environment than could be expected of the younger normal boy.

All these boys have work. One is with a market gardener and is earning 18s. per week; one is a chemist's boy at £1 per week; one is helping his father with carting and pig-keeping; one is employed at a brick yard and earns from 15s. to 18s. per week.

All these boys entered the special school at the age of eleven. They had been forced to remain until then in the ordinary elementary school, where they had been able to learn nothing—not even the letters of the alphabet. This was in no way due to negligence on the part of teachers, but to the fact that for them instruction in a large class was unsuitable and could not be grasped. Directly they entered the Special School they began to make very gradual progress. One boy cannot read beyond words of four letters. The rest read more or less fluently. All understand the practical value of money. These boys laboured under the disadvantage of being obliged to spend their more impressionable years "marking time." Children admitted at the age of seven years are likely to become slightly more efficient.

In looks, many high-grade defectives can associate undiscovered with their fellows. They possess enough education to pass muster; they behave in the same way as their fellows. Others may look eccentric or carry a somewhat dazed look in the eyes, suggesting that something has not been awakened. They may also have speech defects, but these alone usually would not stamp them as mentally inefficient.

We are often confronted by the problem "How far are we right in educating these children without segregation—in allowing them to grow up in freedom with opportunity to propagate their species?" This is a question for the doctor and eugenist rather than for the teacher. Certain it is that even whilst this problem remains unsolved, the education of these children is no less important than difficult.

TIA PHILOMELA: by Julio Diniz. (Harrap. 2s. net.)

This is the first volume in Portuguese of the bilingual series published by Harrap and Co. The translation leaves a good deal to be desired. It is much too free, and there are actual mistakes in the rendering of words. On page 22 "noite" is translated by "time," p. 38 "E quem" by "goodness," and on the same page is the reader really to believe that "What are you doing here?" is a translation of the original words? Such a volume would seem to defeat the purpose of this series. P.L.R.

HUMOUR IN THE VILLAGE SCHOOL.

BY L. F. RAMSEY.

Country children have a reputation for being stolid little people. Their broad accents often prevent outsiders from understanding their funny remarks, and contrariwise they often fail to interpret the mincing sentences of the Londoner.

An inspector, visiting a village school, was examining the older children in geography, and asked them the name of the island that lies midway between England, Scotland, Ireland and Wales.

They met the question with a silence that was profound.

"Come, come," he urged. "What would be a suitable name for an island that had no women on it?"

With one accord the children chorussed aloud:

"The Scilly Isles."

One would have imagined that there was nothing fresh to say about Lot's wife, but one little girl succeeded in commenting on the incident in an original way.

At the close of the story she raised her hand:

"Please, teacher, was it salt that we eat that she got chanced into?"

"Yes."

"Please, teacher, I shouldn't like to eat salt what had got lady in it."

A party of children had been taken on an excursion to a big town, and as the day turned out wet, a visit to a museum was hastily decided on.

The children were drawn up in front of some cases containing birds, when one of their number, a naughty boy, Jimmy Dux by name, started breathing on the glass and drawing pictures with his finger.

"Dux!" shouted the teacher, in an awful voice. She got no further, for the caretaker touched her on the arm and whispered:

"No, madam, they are not ducks; they are herons!"

A country child, visiting London for the first time, was taken by her mother to Westminster Cathedral. There what fascinated her most was the stoup of holy water. Like many children, she made no remark on it at the time, though her mother could not get her away from it. But on her return she described it to her teacher.

"There was a little pond for fishes, teacher, but I think they must all have died. I couldn't see any swimming about."

Town children are supposed to be more resourceful than their village cousins. But it was a country lad who went camping with some friends and found a hole had worn in his nether garments where they get most wear.

He had a repair outfit attached to his bicycle, so he cut out a circular piece of rubber and applied it where it would do most good, smearing it well with the solution. Then he sat on it till it dried!

GAMIN: SIX PIECES FOR PERCUSSION BAND: by Yvonne Adair. (J. Curwen and Sons, Ltd. 2s. 6d. net.)

Here is another series of tunes for those who are teaching young children the important elements in music—rhythm and expression. "Gamin" is a little ragamuffin of the Paris streets. He and his friends play at soldiers, occasionally singing as they march up and down. The piece has been written for practice in gradual crescendo and diminuendo. The "band" is made up of the usual percussion instruments. A.G.

THE MYSTIFICATION LESSON.

BY D. McCOURT.

The teacher finds it sometimes more profitable to use oblique methods. Not long ago I addressed a class of junior boys as follows.

"Now, boys, I know you're a clever lot." (Great self-satisfaction.) "The subject of the question is a thing you've seen and made hundreds of times, and I'm sure you'll be able to tell me all about it. Here it is. 'What is a square'?"

Immediately a forest of hands shot up.

"Well, Johnny," said I. "What is it?"

"Please, sir," shouted Johnny, triumphantly, "it's a four-sided figure."

I took up the chalk and drew a very attenuated oblong on the blackboard.

"Is that it?" said I.

"Oh, no, sir," the class shouted in unison.

"Well," said I, "what's wrong with it?"

"The sides should be equal," said Johnny, who was now sure of his ground.

I took the chalk again and drew an equal-sided parallelogram.

Great puzzlement. Hadn't they always known that a square was a four-sided figure with four equal sides? And yet the figure on the board had four equal sides though it wasn't a square. They deeply pondered this mystery. Not a hand was up now.

"Come," said I. "You're not as clever as I thought you were. Why isn't it a square?"

At last a hand went up timidly.

"Well," said I, encouragingly.

"The sides aren't straight, sir."

"Oh, aren't they," said I. "Take out your ruler and test them."

He did so, and was forced to admit himself wrong.

Dead silence ensued. They were thinking furiously.

"Now," said I, "we have got as far as this: a square is a four-sided figure with four equal sides, and—who can finish it?"

No one could finish it for a few moments, but they were thinking so intensely that the mystery was soon solved and the proper definition given.

Their interest and also their spirit of emulation being now thoroughly aroused, I looked round for fresh worlds to conquer.

"What is a line?" said I.

One boy stood up and said it was "a long thing."

"A long thing," said I. "Look at Tommy Jones over there. He's a long thing; still, you could scarcely call him a line." This caused great amusement and, incidentally, stimulated interest. A good hearty laugh never does a class any harm. However, Euclid's definition was beyond them, and I had to tell them at last. I taught them the simple geometrical definitions by this means. As I have already said, the process took some time, but, in my opinion, it was time well spent. All this took place during the geometry lesson, and provided a pleasant relief from the more formal and didactic method of teaching.

On another occasion during a language lesson I set them a grievous puzzle. I asked them—a class of junior boys—to write down a sentence containing two

adjectives, a noun, a verb, a preposition, an adjective, a noun, a preposition, an adjective and a noun in that order—ten words in all. As may be imagined, this caused a tremendous agitation of cerebral grey matter; and I think only two boys were able to produce a sentence which fulfilled the required conditions. At the same time, some of the unsuccessful attempts were highly creditable, and, as a lesson in the revision of the functions of the parts of speech, the experiment was a huge success.

Some subjects, of course, lend themselves much more readily to what I may call "educational mystification" than others. The composition lesson, for instance, gives much scope for amusement, which, after interest, is the most powerful ally of the teacher.

Not so many weeks ago in a very widely-read and influential Sunday newspaper the following sentence appeared:

"It is a great pity, from the point of view of strangers to our great city, that the London omnibuses do not show the names of the places they run to on their sides."

Of course, to a teacher, the above specimen was priceless, and much amusement and instruction was derived from the idea of omnibuses running on their sides.

On another occasion I called out to a pupil:—

"I'm sorry, Johnny Brown, that your father has been wet." (Forty pairs of ears prick up at this.)

"But he hasn't been wet, sir," says the puzzled Johnny.

"Oh, yes, he has," says I. "But I'm glad to see that he was dried again."

Johnny deeply ponders this mystery.

"You see," I continue, "in your composition occurs this sentence: 'My father is a wet and dried fishmonger.' I'm sorry to see that he got wet. Perhaps he fell into the river. But you might tell me, Johnny, who dried him again."

The class quickly see the joke and roar with laughter.

"Oh, but that's the fish, sir," says the hapless Johnny. "It's the fish that are wet and dried, not my father."

"That can't be," I say, assuming a look of masterly stupidity. "You say quite plainly that your father is a wet and dried fishmonger. You're as bad as Tommy Smith, who said the other day that his father was a hand-sewn bootmaker."

Thus Johnny receives another useful lesson in the mysteries of language.

The subject matter of the "mystification lesson," as I have chosen to call it, will necessarily vary with the age and attainments of the pupils.

The most important point in giving a lesson such as I have described is to take care that the subject matter is well within the pupil's powers; otherwise, interest will be killed, and the lesson become valueless.

Another very important point is to utilize to the full the humorous possibilities with which such a lesson abounds. Verily, there is a great deal of educational significance in the old saw: "A little nonsense now and then—"

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The "Marginal Pool."

Elementary school teachers in London and the large towns generally are becoming increasingly disturbed at the inadequacy of the "marginal pool" for the special purposes which it is supposed to cover. The Executive has given the matter much consideration and has decided to make representations thereon to the President of the Board. An examination of the "pools" makes it very plain the secondary and technical school teachers have been safeguarded to a much greater extent than have the teachers in the elementary schools. In Lord Eustace Percy's letter (Appendix B and Appendix C) special provision has been made to safeguard the positions of teachers in secondary and technical schools who were in receipt of special allowances on 31st March, 1925: "All teachers who were on 31st March, 1925, in receipt of such additional allowances shall continue to receive them, so long as they remain in the same posts." There is no such protective clause in Appendix A, which deals with allowances to teachers in the elementary schools. Evidently the intention of the Board is to cut expenditure due to allowances in the elementary schools drastically and at once. It may be urged by the Board there is sufficient money in the "pool" to continue them as before. This, however, is not the opinion of either the London Authority or of any other Authority which has been making allowances to its teachers under Section 14 of the Standard Scales Report. It is hoped the Board will make representations to the Treasury that for the elementary schools service the "marginal pool" must be enlarged. The Burnham Committee asked for a marginal sum under two heads. The decision of the Board combines the two and provides only about half the amount asked for.

Adoption of the Award.

The Executive of the Union is watching very closely the decisions of local authorities with regard to the adoption of Lord Burnham's Award. The position so far as can be gathered from information received at Hamilton House may be regarded as "not unsatisfactory." The award is in actual operation in a large number of areas, and in others—almost as many—it has been adopted and will be operated as soon as the necessary calculations can be completed. There are areas in which the decisions of authorities are awaited with anxiety, but as yet there is only one authority which has recorded a definite decision not to adopt the award. The Reference Committee of the Burnham Committee considered the position very carefully at its last meeting, and teachers may assure themselves all necessary action will be taken (each panel co-operating with the other) to press the Board when the exact position is more clearly defined. In many cases action by the authority is delayed because of the late incidence of meetings. There are one or two cases in which the award has been adopted to operate as from a date later than 1st April, 1925. Such decisions are an infringement of the award and are countenanced neither by the teachers' panel nor by the authorities' panel.

The Federation Scheme.

The decision of the annual conference to secure a kind of federation of the Union with the several secondary and technical school teachers' organizations was considered at the July meeting of the Executive. There was a strongly pressed claim that of the six representatives to be appointed by the Union on this federal committee two should be appointed from the Unions' Higher Education Committee. This was not thought advisable, as it would establish a precedent prejudicial to the freedom of the Executive in electing its representatives on other bodies. The result of the election, however, made it perfectly clear the claim of the Higher Education Committee had received very careful consideration, two of the six elected, viz., Mr. Steer and Miss Debenham (chairman and vice-chairman of the committee), being included in the six. The scheme itself is only a short step in the direction of federation, but at present it does not appear that the organizations included are prepared to go further. A big scheme of federation is desirable, but such a scheme would necessarily involve a re-casting of the constitution of each body.

Education Work.

Now that the salaries question promises to be less insistent than for years past the Executive is directing special attention to methods whereby members of the Union may be provided with lectures on educational subjects. The Education Committee has had this matter in hand for some considerable time, and has now published an "Index of Lecturers and Lectures" for the year 1925-26. The list of lectures and lecturers runs into thirty-one pages of printed matter, and should provide an ample choice of subjects for local organizers and the teachers for whom they cater. The secretaries of local associations who desire the services of a lecturer are informed they may enquire at Hamilton House as to the fees the lecturers desire. They are also informed that the organization of the meetings, date and place as well as other arrangements, must be undertaken locally. The Education Committee hopes to extend very considerably this branch of the Union's service to its members, and judging from last year's experience there is promise of enthusiastic support all over the country. Mr. Lumby, the very able secretary of the Committee, is hopeful of great success, and that he is doing his utmost to secure it is evidenced by the new and enlarged list now published.

The Superannuation Bill.

The fact that the Superannuation Bill passed through its committee stage without a division is a tribute to the hard work of the Union's negotiators before the committee stage was really begun. In Committee Room "B" the N.U.T. was well represented. Messrs. Crook and Cove watched every clause, and their tactful handling of the Union's amendments did much to ease and ensure their acceptance. They were advised throughout by four members of the Executive specially appointed for the purpose, and by the Union's General Secretary and legal advisers. Mr. Cove made a good fight for a "Fund," but wisely withdrew his amendment when he saw that persistence would endanger the whole Bill. The Union's amendments substituting "shall" for "may" were accepted, thus giving teachers a legal right to their pensions. A proposal to include supplementary teachers in the scheme was successfully resisted, although pressed by a member of the Labour Party, of which Mr. Cove, who opposed it vigorously, is a member. An amendment reducing the number of years of contributory service for a pension from three-quarters to two-thirds was carried, thus making retirement at 50 or thereabouts (with pension at 60) possible. Another amendment adopted secured that organizers still in the service of an authority when the Bill comes into operation shall be included, even though they be over the age of sixty-five years at the time. This concession includes among a few others that veteran in the work of superannuation, Mr. Marshall Jackman, now an Inspector under the L.C.C. As originally drafted, the schedule made it possible for the Board of Education to withhold or reduce a pension because of "faults or demerits" in the teacher; action by the Union has removed this possibility and secured a redrafting of the clause. Other improvements provide that the Board shall consult teacher and local authority representatives before making rules and that the Board shall be empowered to consider and agree as to the inclusion of war service as contributory service.

The Executive of the Union is of opinion that those teachers who come within the provisions of the School Teachers (Superannuation) Acts should be excluded from the operations of the "Widows', Orphans' and Old Age Contributory Pensions Bill." After prolonged and careful consideration it was decided that an "excluding" amendment should be moved unless exclusion can be secured by negotiation with the Minister in charge of the Bill. If teachers are not excepted they will be compelled to contribute until their salaries reach £250 a year, after which they will automatically cease to contribute and, of course, pass out of benefit without return of contributions.

A special committee of the Executive has been appointed (and is now at work) to consider and report on all developments and proposals in connection with the abolition of dual control and any consequent alteration in the conditions governing religious instruction in the schools.

BLUE BOOK SUMMARY.

The Board's Report for 1923-24.

The Board's Report can be ordered under the description Cond. 2443 of 1925 and costs 3s. or 3s. 2½d. by post. It differs from all its predecessors in counting among the usual three signatures that of a lady—"Katharine Atholl"—as Parliamentary Secretary; and the very familiar name of Sir Amherst Selby-Bigge no longer appears. The Report refers to his retirement last April, after fourteen years as Permanent Secretary. In him "the public service has lost a loyal servant, a great administrator, and a true friend of education."

The year under record saw a "relaxation of the extreme financial pressure previously existing," and since the issue of Circular 1328 of April last year the Board has reverted to its former practice of considering proposals for expansion on their merits. The year reviewed saw plans being prepared and a general movement of educational activity. Schemes for the provision of additional secondary school accommodation were put in hand and their accessibility extended by increasing to 40 the percentage of free places which might be awarded in each year. The Board records "with especial pleasure" the revival of the scheme of State scholarships instituted in 1920.

The only legislative enactment for which the Board was responsible in the session of 1924 was the Superannuation Act of 1924—extending contributions under the 1922 Act till 1926. Next year's report will have more to say on the matter. There is the usual chapter further on dealing with Superannuation, and the table on page 142 gives the numbers of teachers in receipt of pensions on March 31st, 1924, as 11,009 under the 1918-22 Acts, 2,797 under the 1898-1912 Acts (neither including Infirmary Pensions), and there were still 246 Code pensioners. There have been, of course, alterations in various regulations—noticed in these columns at the time—and this report usefully summarizes them. The new adult regulations (No. 33) are dealt with in Chapter 6 of the Report. They concern the work of University extra-mural bodies conducting tutorial classes, and provide grants for them and for University Extension courses of the older type. The arrangements for grants to approved associations (like the W.E.A.) will not necessarily continue beyond July, 1929. This is quite an interesting chapter. During the year ended 31st July, 1924, there was a substantial advance in the number of recognized classes. The three-year courses increased from 282 to 302, 94 of them being on economics and industrial history. These, still the most popular subjects, however, showed a decrease on the previous year's 103, but literature and languages increased from 54 to 47, Philosophy came next with 49; sociology, 35; history, 26; natural science, 13; and music, 10. The development of the adult educational movement is an interesting modern growth to watch, and the Board will probably deal with it more fully next time, seeing that the new regulations took effect from August 1st, 1924.

Students of either education, in general or of any special aspect of it, find these annual reports of the Board invaluable, and more especially because the introductory chapters continue the laudable practice, revived in 1921-22, of dealing at greater length with some particular feature of the Board's work. This one supplies a very useful account of recent developments in secondary schools. It is just a quarter of a century since the Board of Education Act of 1899 charged that body—the "We" of the introductory note—with the superintendence of matters relating to education in England and Wales. The 1902 Act completed the machinery for setting up a general co-ordinated system of schools. The chapter divides the period reviewed into three: Before the coming of State control; from 1907-1914; and from 1914-1924. Other sections deal with Examinations, Staff, Finance, and there is a summarized conclusion. The problem was, as the Bryce Commission of 1894 said: "How can the sporadically created and unorganized Secondary Education of England be organized into an efficient and satisfactory system." Up to 1904, when the Regulations for Secondary Schools were first issued, secondary education was an undefined expression for something carried on in a variety of institutions ranging from the old endowed grammar school to the Pupil Teachers' Centre. It was perhaps the need for giving the future teacher in the elementary school a course of preliminary instruction that more than anything else brought the Local Authorities and the secondary schools into a closer intimacy. A process of unification set in, and by 1907, when a new set of regulations and a simplified system of grants came into force, development

had begun. The beneficial effects of the free place system proved permanent and increasingly obvious. "The political idea behind the free place regulations was that State-supported schools must be accessible and not be 'class' institutions." Free places were not to be regarded "as scholarships awarded for exceptional merit," but as "open to any public elementary school child who reached the ordinary standard of entry." One result of the new conditions—a result not anticipated—was "the standardizing of the age of entry." In 1913 Lancashire fixed the age limit at 10-12. Other authorities followed suit, so that whereas in 1910-11 the percentage of entries at 11 were 26; at 12, 38; at 13, 21; and 14, 15; by October, 1919, these numbers were 39, 37, 16, and 8; and by 1924 they were 54, 32, 9, and 5. So, too, with the average school life. In 1908-9 it was 2 years 7 months; by 1922 it had crept up to 3 years 5 months; and the average leaving age is now about 16 instead of 15½. The whole chapter deserves a wide perusal, but unfortunately the general public does not read official reports at 3s. From it one can get a bird's eye view, as it were, of one of the most important educational growths of the century. The secondary school has made enormous strides in numbers, organization, and pupils. As regards the curriculum, the figures on page 27 show how great has been the progress there too. In 1917, the year of the Advanced Courses Regulations, there were only 127 such courses in existence. By 1924 they had increased to 469. Science and mathematics (A) had trebled. Modern studies (C) has increased more than sevenfold.

It is, of course, out of the question even to indicate the numerous topics with which the report deals. It follows the arrangement of its forerunners. In general there are signs of improvement everywhere—slower in some cases, pronounced in others. The nursery school, for example, is slow—perhaps because its "aim is preventive rather than remedial." The number recognized in 1923-24 was only 26; an increase of one only since 1921-22. The cost per child in a school of 100 to 150 is approximately £12 15s. per annum. Evening Play centres would seem to be on the decline—though the report does not say so. It is true the 251 of 1924 gives an increase of 10 on the previous year; but in 1921-22 there were 334, and in 1920-21, 379. Naturally, therefore, the Board would be "very glad to see an increase in these admirable organizations."

COMPETITIONS.

JUNE RESULTS.

I. *"The Non-Burnham Rewards of the Teacher."*

The essays on this theme were above the average in merit. One competitor indulged a sardonic humour but the rest dwelt upon the aspects of teaching work which do, in practice, relieve the inevitable tedium.

The First Prize of ONE GUINEA goes to:

MR. HORACE PARKER, 24, High Street, Sutton, Surrey.

A Prize of HALF A GUINEA goes to:

MISS J. A. JENKINS, The Laurels, Lakeside, near Ulverston, Lancs.

II. *"The Music I Like Best."*

This competition proved to be popular, and it evoked an unusually large number of excellent essays.

The Prize of TEN SHILLINGS goes to:

STANLEY BRADLEY (14), Brockley Central School, and 18, Aspinall Road, S.E.4

The Second Prize of FIVE SHILLINGS goes to:

A. ANNETTE PREVOST (14), St. Mary's School, Calne, Wilts.

THERE WILL BE NO AUGUST COMPETITIONS.

ASSOCIATION NEWS.

The Teachers Council.

At the monthly meeting of the Council held on Friday, July 17th, it was announced that a large number of applications had been received since the announcement of the temporary condition under which applicants may be admitted to Registration even though they have not undertaken a course of professional training, provided that they satisfy the conditions in regard to attainments and experience. It is hoped that all teachers who desire to avail themselves of this temporary concession will do so at once.

The Council has received from the President of the Board of Education a request for a statement on the Report of the Departmental Committee on the Training of Teachers. The matter has been referred to the Training Committee of the Council and a statement is in course of preparation. This will cover somewhat wider ground than that of the Report itself, since the latter was confined to the training of teachers for public elementary schools, whereas the Council will endeavour to formulate principles covering all kinds of teaching work.

The Council is also engaged in considering the question of applying for a new Order in Council in order to provide for the representation of Universities and bodies of teachers which have come into existence since the present Order was issued in 1912. The problem is difficult, since it is essential that the Council should represent every type of teaching work without being too unwieldy in numbers. It may be found necessary to provide a system whereby the Council is elected by Registered Teachers as a body, with due provision that those nominated for election shall include teachers from every branch. The Council will probably seek explicit power to remove from the Register the names of teachers who have committed grave offences, but it will probably not seek to exercise the kind of discipline which has incurred hostile criticism in the case of certain other professional bodies. Its main purpose will be to secure removal of the names of those who have been found guilty of serious public misdemeanours.

At the close of the meeting on July 17th, Professor Jevons, on behalf of the Council, asked the Chairman, Lord Gorell, to accept a cup of George II silver in token of their good wishes to himself and Lady Gorell on the occasion of the birth of their first child.

College of Preceptors.

The Council at their last meeting awarded to Alistair Ninian Stewart, in aid of further study at the Royal Academy Schools, a bursary of £25 a year for two years, in recognition of the special merit of his work in Art at the Certificate Examination held in December, 1924.

XXth Century Society of London Graduates.

His Majesty in Council has declared his approval of the amendment of the Statute governing the membership of Convocation. Hitherto bachelor graduates have only been able to join Convocation after the expiration of three years from the date of graduation. The attention of Convocation and the Senate was directed to this three years' barrier at the request of the Twentieth Century Society of London graduates and, under the Statute as now amended, all graduates who have attained the age of twenty-one years are entitled to be registered as members of Convocation.

The Associated Board, R.A.M., and R.C.M.

The Exhibitions offered annually by the Associated Board of the Royal Academy of Music and the Royal College of Music, which entitle their 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:—

Eileen Louise Willmott, Gravesend (pianoforte); Claudia James, Cardiff (violin); Barbara Mabel Johnston, Liverpool (violoncello); at the R.A.M.; and Leonard Isaacs, Manchester (pianoforte); Irene Kathleen Hitch, London (singing); Valerie Tunbridge, Swansea (violin), at the R.C.M.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

University Activity.

Several of our modern Universities and Colleges are making vigorous growth—the results of co-operation and generous benefactions. Handsome new buildings were recently opened by the King at Bristol. Reading has received the glad tidings that its petition for University rank has been granted. Opened in 1892, it has 1,600 students and 120 tutors and professors. Its endowment of £310,000 will be increased by £10,000 when its charter is received. Southampton, once Hartley, College is thirty years old, and is seeking the same higher status. The Foreign Secretary, Mr. A. Chamberlain, opened a campaign at Winchester to raise a fund of half a million to create a University of Wessex. There is no doubt England is moving in educational matters.

Lord Cave, Chancellor.

The polling at Oxford for the election of Chancellor of the University, to fill the vacancy caused by the death of Lord Curzon (followed by the death of Lord Milner), resulted in the victory of Lord Cave, who received 987 votes as against 441 given to Lord Oxford and Asquith. The degree of D.C.L. is to be conferred on the Chancellor-elect.

London University.

Professor H. E. Butler, acting chairman of the Professorial Board, presented a report at the annual Assembly of Faculties at University College last month, and stated that the numbers of undergraduate students had increased from 2,835 to a little over 3,000, and 1,367 were full time. There were 500 post-graduates and research students on the register. The Duchess of Atholl, Parliamentary Secretary to the Board of Education, reminded them in her address as principal visitor that University College was admitting women to lectures as early as 1869.

St. Hilda's College.

A petition for the grant of a charter of incorporation "to the Principal and Council of St. Hilda's College, Oxford," has been presented to the King in Council by Winifred Horsburgh Moberley, M.A., Principal of St. Hilda's Hall, Oxford, and Arthur Wallace Pickard-Cambridge, M.A.

Princess Mary, LL.D.

For the first time in its history, Leeds has enrolled a member of the Royal Family amongst its honorary graduates. Princess Mary has received the degree of LL.D., and 2,000 people were present at the ceremony.

Lancing College.

A portrait of Canon Bowlby, who is retiring after sixteen years from Lancing College, has been added to those of former head masters in the Great School. It was unveiled by Mr. R. Sanderson, son of a former head. In reply to his speech, Canon Bowlby spoke of the unforgettable debt of all Lancing men to Bernard Tower, his predecessor.

Farringtons, Chislehurst.

The Queen visited Chislehurst last month to open a new block of buildings at Farringtons, Shepherd's Green. The school was founded twelve years ago, and like the Leys School at Cambridge is closely connected with the Wesleyan Methodist Church. The extension has been made possible by the generous gift of £30,000 from Mr. T. R. Ferens, vice-chairman of the Governors. Most of the original proprietors have handed back their shares to the trustees, amounting to £20,000. Another £20,000 is still required to free the buildings from debt. The Queen, on her return through Bromley, stopped at St. Hugh's School, and received a bouquet from Master Archibald Gordon, grandson of Lord Aberdeen and godson of her Majesty.

A Farm School.

The Kent Education Committee's programme of rural education includes the establishment of a Farm Institute at Borden, near Sittingbourne. Boys leaving the elementary schools will be trained in farm bailiffs' work, in shepherding and the care of farm stock generally, in fruit growing and poultry keeping. The scheme has the approval of the Ministry of Agriculture.

For Teachers of French.

The summer vacation course in French phonetics will be held again this year at University College, London. There will be twelve lectures on French phonetics by Professor Daniel Jones; ear-training exercises by M. Stephan, and daily practical classes. Application for further information should be sent to Dr. W. W. Seton, University College, Gower Street, W.C. 1.

PERSONAL NOTES.

New Rhodes Trustees.

Five new Rhodes Trustees have been appointed: The Right Hon. Stanley Baldwin, M.P.; Mr. Geoffrey Dawson, Editor of the *Times* and a former secretary of the Trust; The Right Hon. Sir Douglas Hogg, M.P., Attorney-General; the Right Hon. H. A. L. Fisher, M.P., Warden of New College, Oxford; and Mr. E. R. Peacock, a director of the Bank of England, and once a colleague of Sir George Parkin at Upper Canada College, Toronto. Mr. Kipling has resigned his trusteeship, and the death of Lord Milner removed the last survivor in England of the original trustees appointed by Cecil Rhodes himself.

After Thirty-nine Years at Harrow.

The retirement of Mr. N. K. Stephen, M.A., Senior Master at Harrow, is announced. After a brilliant career at Trinity College, Cambridge, being Porson Prizeman, Powis Medallist, and Craven Scholar, he took a first in the Classical Tripos of 1888. He went to Harrow in 1888, at the invitation of Dr. Butler, and for the last nineteen years has been in charge of Drury's. During the Rev. Lionel Ford's absence he acted as headmaster.

Oxford's Public Orator.

Mr. Alfred Denis Godley, Public Orator at Oxford, died on June 27th, at the age of 69. His fame as parodist and wit reached beyond the walls of Oxford, and his Latin speeches introducing famous men for honorary degrees have been a joy to hear or read. From Harrow, under Dr. Butler, he went to Balliol in 1872—won the Latin Verse Prize in 1877, the Fairford Greek Prize in 1878, and the Latin Essay in 1879. He was "Mods." tutor at Magdalen for twenty-nine years till 1912. In 1910 he succeeded Dr. Merry as Public Orator, and in the same year took over the editorship of the *Classical Review*.

The Musical Age of the Average Man.

Professor Sir Walford Davies, Director of Music in the University of Wales, addressed a conference of managers and teachers of elementary and secondary schools in Radnorshire to discuss the teaching of music in schools. Music, he said, was team work, and he could not imagine any other team work that taught beauty, order, and liberty to the same extent. Singing was not music, but a means to music. His own experience inclined him to believe that the average man and woman of to-day was about nine years old as far as music was concerned. Sir Walford urged all education authorities to supply each child with a book in both notations, containing both secular and sacred songs, and any authority which neglected to supply such books was culpable in the highest degree. In schools daily singing should be supplemented with the weekly concert.

Exeter University's Functions.

Sir Arthur Quiller-Couch, speaking at Truro recently on the movement for a University at Exeter for the South-West, said he wished to see Exeter University conduct the examinations in secondary schools. He did not want to see them permanently tied down to Governmental inspections, but he would have them examined by a University body which had laid down a scheme of culture for itself with a due sense of responsibility and deliberation. The most important thing for which any body could strive was to liberate University Colleges from the control of London as a degree giving and an examining body.

Some Appointments.

Mr. F. W. Buckler, M.A., Lecturer in History at University College, Leicester, who has been appointed to a Chair of History in Ohio, is to be succeeded by Mr. George Richard Potter, B.A., Cambridge, who will enter on his duties on October 1st.

Miss Helene Reynard, M.A., for some years Resident Junior Bursar of Girton College, who is Treasurer and Secretary of Somerville College, has been appointed Warden of the Household and Social Science Department, King's College for Women, University of London. She will take up her new duties in October.

Mr. B. I. Evans, M.A., London, Lecturer in English Literature in the University of Manchester, has been appointed Professor of English Language and Literature at University College, Southampton.

A Classical Research Scholar.

Mr. E. C. Prussla, Scholar of King's College, Cambridge, and an old St. Dunstan's, Catford, schoolboy, has been awarded the George Charles Winter Warr Scholarship for Classical Research, worth £200.

NEWS ITEMS.

A Splendid Movement.

The National Playing Fields Association was officially inaugurated last month at the Royal Albert Hall. The Duke of York and Princess Helena Victoria were the principal guests at a luncheon given by the Duke of Sutherland for the purpose of calling attention to the newly founded Association. The chairman said that last year the Parks Committee of the London County Council had to refuse 1,200 out of 1,400 applications for football grounds, with the result that 25,000 young people were deprived of the chance of playing. The N.P.F.A. is, as the Duke of York said, "a splendid movement."

Extra Payments at Birmingham.

The Birmingham Education Committee have resolved to continue the extra-scale payments agreed upon with their teachers three years ago. Mr. Dalton moved an amendment opposing the proposal as going outside the Burnham Award, unless the Exchequer contributed. The chairman, Mr. W. Byng Kenrick, pointed out that the exceptional payments were already in existence, and were not the subject of dispute, and therefore outside the terms of the arbitration. It was therefore perfectly legitimate that they should be the subject of an agreement outside the Award—which seems not only sound sense but eminently just.

A Holiday Course in Gardening.

There is to be a Summer Holiday Course in School Gardening and Nature Study at the Swanley Horticultural College, from August 1 to 22. The course is for three weeks, though students may be admitted for two. The fees for teachers not nominated by the Kent Education Committee—who will in those cases pay part of the cost—will be twelve guineas for the three weeks, or eight guineas for two.

The Rev. Stewart Headlam Fund.

A permanent memorial is to be provided to the late Rev. Stewart Headlam, and an appeal has been issued for the purpose of raising a fund for (a) The endowment in perpetuity of a cot at the Queen's Hospital for Children in Hackney Road, E. 2; (b) The placing of a suitable tablet on the tenement house in Wilmot Street; (c) Some testimony to his great interest in promoting the study of Shakespeare's plays by London children. Contributions may be sent to Lord Chylesmore, addressed to 402, Brixton Road, S.W. 9; or to Cox's Branch, Lloyds Bank, Waterloo Place, S.W. 1.

Cost of Raising the School-leaving Age.

If pupils were required to stay at school till 15, Mr. Churchill, Chancellor of the Exchequer, estimates that there would be 540,000 such pupils on the register. At £30 a school place for building, giving a loan charge of £2 each per annum, plus £11 a head for instruction, the cost of providing for additional pupils would be £13 per head—about £7 5s. falling on grants and £5 15s. on rates. Maintenance allowances at 5s. a week for forty weeks in the year would add another £10 to the cost.

Figures from the Board's Report.

The number of public elementary schools in England in 1923-24 was 18,841; in Wales, 1902; besides a total of 530 special schools. The total of the former, 20,743, was made up of 8,967 Council schools and 11,776 voluntary schools. The accommodation of the Council schools was 4,428,096; of the voluntary, 2,661,618. The age classification of children on register shows that on April 1, 1923, there were 43,826 between three and four; 151,044 between fourteen and fifteen; 10,617 between fifteen and sixteen; 1,027 between sixteen and seventeen; and 119 (99 girls) of seventeen and over.

Adult Education at Sheffield.

During the past session Sheffield spent about £80 in advertising a course of evening lectures, and another £150 on lecturers' fees. The attendances were poor, ranging from 11 people to 27. Sir William Clegg thinks the lectures will have to be discontinued if people will not come. That seems a natural conclusion—but why not make the people pay for the lectures themselves? They might be valued more.

An Educational Tour.

Two hundred undergraduates from the Universities of Canada arrived in Scotland last month for a tour of Great Britain, organized on behalf of the Overseas Education League by the London, Midland and Scottish Railway.

LETTERS TO THE EDITOR.

Friends of the Bodleian.

Sir,—The Bodleian Library needs a fund by means of which its collections may be enriched by the timely purchase of rare books, historical documents, illuminated manuscripts, and fine examples of binding. The income of the Library, though now increased by a share of the Government grant which has recently been given to the University, leaves little margin for the acquisition of scarce and beautiful works. In the past many chances have been missed through lack of a fund out of which at the right moment such acquisitions could advantageously have been made.

Under the Copyright Acts, the Library has the right to obtain a copy of every new work published in Great Britain; but in spite of this privilege and of the contributions made by Colleges and from the Government grant, the resources of the Library are slender. Such funds as are available for the purchase of books are required mainly for the acquisition of new foreign books or periodicals, and for the filling of lacunæ in those parts of the Library in which its collections are weak or defective. Sir Thomas Bodley, when he set himself in 1598 to the restoration of the Library, appealed to friends and well-wishers to help him by the gift of books; it is hoped that, by the co-operation of many friends who care for the Bodleian, his Library may now be given the help for which in his lifetime Bodley did not ask in vain.

With the approval of the Curators and of Bodley's Librarian, it has been decided to form an association, under the name of "Friends of the Bodleian," with the object of providing, by means of annual subscriptions, an income for the purchase of desirable books and manuscripts, for the acquisition of which the ordinary funds of the Library are insufficient. To secure the wise application of the money thus provided, the selection of the books to be acquired in this way will rest with Bodley's Librarian.

The names of the Friends of the Bodleian will be inscribed in a special register which will be preserved in the Library. The members of the Society will be invited to meet annually in Oxford to receive a report of the year's work, an account of which will also be given in the *Bodleian Quarterly Record*. On the occasion of this meeting, the Friends of the Bodleian will have an opportunity of seeing parts of the Library not usually shown to visitors and of inspecting the purchases made from the funds to which they have subscribed. Each member will receive a copy of the *Bodleian Quarterly Record*.

We venture to ask those who, whether members of the University or not, feel an interest in the Bodleian Library to join the new association. The annual subscription payable by each Friend of the Bodleian will be ten shillings, but it is hoped that many will see their way to give a larger sum. Communications should be addressed to the Secretary of the Friends of the Bodleian, Bodleian Library, Oxford.

Yours faithfully,

| | |
|-------------------------|--------------------|
| RANDALL CANTUAR. | J. WELLS. |
| CAVE. | MICHAEL E. SADLER. |
| COSMO EBOR. | A. D. LINDSAY. |
| OXFORD. | FRANCIS PEMBER. |
| BIRKENHEAD. | HERBERT WARREN. |
| CRAWFORD and BALCARRES. | P. S. ALLEN. |
| GREY OF FALLODON. | H. J. WHITE. |
| J. A. SIMON. | FALCONER MADAN. |
| J. W. MACKAIL. | GILBERT MURRAY. |
| C. H. ST. JOHN HORNBY. | C. S. SHERRINGTON. |

The Rev. Stewart Headlam Memorial Committee.

Sir,—Many friends of the late Rev. Stewart Headlam having expressed the wish that there should be some permanent memorial to recognize his work for the people of London, and particularly in connection with his unremitting devotion and constant care in everything concerned with the welfare and education of the child and the adolescent, a meeting was recently arranged at the County Hall.

In addition to many personal friends, there were present the representatives of no less than forty associations connected with education in its broadest sense—the schools, the teachers, school sports, music, dancing, and the drama, in all of which activities Mr. Headlam had taken a keen interest during his long and devoted life of more than forty years of public service.

The conference unanimously decided to take steps to raise a fund in order to carry out three objects which it was known Mr. Headlam had very much at heart:

- (a) The endowment in perpetuity of a cot at the Queen's Hospital for Children in Hackney Road, E.2.
- (b) The placing of a suitable tablet on the tenement house in Wilmot Street, where he worked and inspired all associated with him.
- (c) Some testimony to his intense interest in the study of Shakespeare's plays by London children.

For this purpose a representative committee was formed, and, on behalf of this committee, we appeal to all those who appreciate and value the services of the late Rev. Stewart Headlam to give their support in raising an adequate fund for the purpose of carrying into effect the three proposals approved by the conference.

Contributions may be sent either to the Hon. Treasurer, Lord Chylesmore, addressed to 402, Brixton Road, London, S.W.9, or to Cox's Branch, Lloyds Bank, Waterloo Place, S.W.1, for "The Stewart Headlam Memorial Fund."

(Signed) PERCY A. HARRIS, Chairman.
JESSIE P. B. PHIPPS, Vice-Chairman.
CHEYLESMORE, Hon. Treasurer.
MARSHALL JACKMAN, Secretary.
LOUIE SWANN, Secretary.

Athletics for Girls.

Dear Sir,—In view of the number of demands the Women's A.A.A. has had from schools, schools associations, and teachers for advice in the practice and administration of athletics and sports for girls, it has set up an advisory committee to deal with this matter.

We feel that a great deal of constructive good may be done, and a considerable amount of harm prevented in training, annual sports in schools, etc., if those who are in charge of the education of young girls could by some means be brought into contact with this advisory committee, which has the benefit of being in possession of all the technical and administrative knowledge up to date, and which consists of officers of the Association, teachers, and active athletes, among whom are the present internationals—Miss Burhenough, Miss Collebout, and Miss Loman.

As one method of reaching the teachers the advisory committee is prepared to arrange for lectures with or without lantern slides, for those educational centres interested. The lantern lecture is given, the lantern and operator should be provided by the centre.

Although these lectures will be given entirely free, the donation of a small sum to the funds of the Association would be welcomed. If the centre is outside London the travelling expenses of the lecturer should be provided. Application for lecturers should be made as early as possible, and alternative dates suggested, as the advisory committee is entirely composed of women who are in possession of salaried appointments, and who are, therefore, somewhat tied for time.

I beg to remain,

Yours truly,

(Mrs.) SOPHIE C. ELIOTT-LYNN,
Chairman Advisory Committee on Athletics
for Girls.

Women's Amateur Athletic Association,
317, High Holborn, London.

WORLD HISTORY IN PICTURE AND STORY: written and illustrated by James Higginbottom. Book I: Prehistoric Times. (Pitman. 1s. 6d.)

This is an attempt to supply the classroom with the picture offered by Mr. H. G. Wells in the first part of his "Outline of History." The illustrations are of two kinds: simple line-drawings on the text-pages, and full-page plates. These latter are done in blackboard fashion, i.e., chalk-like white on a black background. The story is carried from the Nebula to the Bronze Age, and as it is all covered in less than fifty pages of large print, it is of necessity rapid and condensed. The language, no doubt, as a necessary consequence, is beyond the powers of young children. But those children who are in or approaching their teens would be likely to find the book useful and attractive.

R.J.

LITERARY SECTION.

BOOKS AND THE MAN.

The South African View.

Mr. F. Clarke is Professor of Education in the University of Cape Town, and he has written a book entitled "Essays in the Politics of Education," which may be obtained from the Oxford University Press (Humphrey Milford) at 5s. net. I have seldom read a more interesting and stimulating work on education. Professor Clarke was born in England, and educated at Oxford. He served for a time as Professor of Education at Southampton University College, and has practical experience of conditions here. It is clear, too, that he has read many, if not most, of our English works on education, but in this excellent book he contrives to set forth his own views, unhampered by tradition and unperturbed by the prospect of criticism. He does not hesitate to cross swords with Professor Nunn, whom he regards as being too much in bondage to science to be able to grasp Reality as a whole, so closely wedded to the conception of a human individual as something to be guided and developed that he fails to see that the individual is a centre in which a whole universal order comes to a self-conscious realization of itself. On these deep waters I cannot launch, but I should be disposed to challenge Professor Clarke on another and comparatively minor matter, namely, his attitude towards teaching technique. He is right in suggesting that "method" is often overdone to the point of being harmful, but it is to be remembered that a teacher is a craftsman and that technique is necessary for his job. The important thing is that the technique should not master him but liberate him for the exercise of his higher powers.

I find much matter for agreement in our author's chapter on "Education and Society," where he discusses the position of the State in relation to education, urging that the supreme end is that the State educational system, taken as a whole, should be as full, as rich, as wide, as varied, as the whole complex life of the State itself. He puts forward these practical conclusions: "The State should recognize and help so-called 'Private' schools provided they meet a widely-felt need and meet it efficiently. In fact, the distinction between 'Public' and 'Private' schools will tend to disappear. Denominational schools would come within the same recognition and the term should be extended to refer not only to religious 'denominations,' but to any considerable group or body of opinion in the State which desired to give educational expression to a legitimate ideal. Further, the learning of a trade in the workshop itself would be placed on a level with schooling, for we should recognize that the workshop is doing a piece of educational work which no other institution can do so well."

Words such as "considerable" or "legitimate ideal" in this passage call for definition, but the general principle is sound enough. It is one which we might well adopt here at home by asking the Board of Education to give recognition to all efficient schools, public or private, and to concentrate its own efforts on the general supervision of instruction, the supply of teachers, and the physical well-being of children.

SELIM MILES.

REVIEWS.

English.

A FIRST PRECIS BOOK: by Guy Pocock. (J. M. Dent. 2s.)

Mr. Pocock's reputation for excellent school books in English steadily increases and this latest book is a worthy successor to some of his earlier productions. Here the dull exercise of summarizing is taught, one difficulty at a time, through a well-chosen and skilfully graded series of extracts from English literature. Each extract is included not only because of its suitability for "précis" but also because of its own intrinsic worth. The simple headings of the chapters, e.g., "The Title," "The Gist," "Paragraphing," "Refuted Speech," etc., are commendable and the "Rules" given are reduced to a working minimum. The book should be immediately popular in schools of every type.

ASPECTS OF THE MODERN SHORT STORY: by Alfred C. Ward. (University of London Press. 7s. 6d.)

We suppose there can be no question in these hustling times of the growth and popularity of the short story at the expense of the longer novel. Countless multitudes of readers are not only content with, but eagerly devour the great mass of third to tenth-rate stories now poured forth in books, magazines and periodicals. Well, if the average reader prefers short stories, let him not choose at random or be beguiled by picture covers, or take the well-meant but too often misguided advice of the young lady behind the library counter, but go to Mr. Ward's most useful and entertaining volume and choose for himself from the best. Under such pleasant and skilful guidance, he will find it hard to go astray. He will be interested in the criticisms of the books he has already read, and these same judicious criticisms and suggestions will surely intrigue him sufficiently to read the others.

All the work criticized or referred to in this volume combines literary merit with popular appeal—surely a desirable alliance. Twenty authors are laid under contribution and a brief but excellent appendix gives one representative work from all the foremost short story writers of the day. *Nil disputandum* or *chacun à son goût*, or *de gustibus*, of course, but generally speaking, we have no serious point of difference with any of Mr. Ward's criticisms.

It is difficult to say which are the best, but we particularly like his short studies of George Meredith, Henry James, and Walter de la Mare.

The book is very well produced and contains twenty-two excellent portraits. To the lover of short stories our advice is buy a copy at once, and you will be indebted to Mr. Ward for many a pleasant and profitable hour.

J. W. B. A.

ENGLISH ESSAYS: edited by Elizabeth D'Oyley. (Edward Arnold and Co. 2s. 6d.)

Over forty of the best English essays are included in this book. They are grouped under headings of "Travel," "Books," etc. Such a method seems a little arbitrary in dealing with the wide field of the essay, but by it one may compare the treatment of the same subjects by different essayists. Old favourites and modern essays together form a fine variety. In his short but helpful introduction Mr. Lynd defines the essay as "a lucky dip into experience or into fantasy."

W.M.N.

THE BEST POEMS OF 1924: selected by Thomas Moulton. (Jonathan Cape. 6s. net.)

A better title for Mr. Moulton's anthology would be "The Prettiest Poems of 1924." The majority are soft, fluffy nothings, with none of the clear, hard edges, the beautiful harshness, which is the bequest of the present day to literature. The writers in this book all have dreams, and they seem quite unashamed in their recountal. It is a relief to come across the exact clean imagery, like strips of white wood, in Miss Purnell's "Tonala Besieged"; Mr. Muir's *Horses*; the dark philosophy of Mr. Brantford's *Idiot*; the crude Biblical splendour of John Freeman's *Old Testament*; and, finally, Mr. Robert Graves. Mr. Graves is the only modern poet who has added something fresh in the field of love poetry, and in "Burrs and Brambles" each verse, vague, philosophical, hauntingly rhythmical, ends in a perfectly composed refrain almost ugly in its sudden, cruel concreteness. This poem alone is worth the rest of the book put together.

H.G.G.

CARLYLE'S ESSAY ON SCOTT: edited by A. Smith. (Dent 1s. 6d.)

This large print edition gives helpful notes. In the able introduction the following warning is very necessary for young readers: "After all, it is for Carlyle himself, not for his critical estimate of Scott, that we read this essay." W. M. N.

Classics.

A SHORT GUIDE TO THE ACCENTUATION OF ANCIENT GREEK: by S. P. Postgate. (Liverpool University Press. 10s. 6d. net.)

From a logical standpoint our use of accents in writing Greek is the utmost absurdity; it is as though we were to compel a deaf child to study the scores of musical compositions. Introduced by Aristophanes of Byzantium, 200 B.C., and elaborated into a scientific system by Herodian, A.D. 160, accents were meant to guide foreigners to a correct pronunciation, and only began to appear regularly in Greek manuscripts after the ninth century A.D. If employed as they were designed by their inventor they are a most valuable help; on our method they are little more than a stumbling block and a weariness to the flesh. Still they serve one purpose: they point out to us the correct path even if we refuse to follow it, and as long as they continue to be written there is some hope that we shall even yet take the right road, and use them in speech. In helping this desirable consummation Professor Postgate's book should do very considerable service, and it is undoubtedly, both for teachers and students, the best manual of the subject now available. F. A. W.

THE CENA TRIMALCHIONIS OF PETRONIUS: edited by W. B. Sedgwick. (Oxford. 4s. 6d. net.)

If Petronius is to be read in schools—and advocates of colloquial Latin can hardly neglect their best literary example—then this edition is to be recommended. It contains a brief but competent introduction, fifty pages of text from Petronius, that precious example of a Roman "*satira*," Seneca's Apocolocyntosis, fifty pages of notes, and a short selection of Pompeian inscriptions. Boys, of course, will probably be interested—if they open a page at random they will read, "*mulieres saucia inter se riserunt ebriacque oscula junxerunt*"; but in most teachers' judgment Cicero and Livy are safer food for the adolescent mind. In any case it cannot be doubted that the educational value of Latin consists in its formal syntax and elaborate sentence constructions; and in Petronius, more perhaps than in any author, these features tend to disappear. F. A. W.

Latin.

JUVENAL'S TENTH SATIRE: by E. H. Blackeney. (Blackie.)

In this book Mr. Blackeney has made the experiment of coupling with Juvenal's tenth satire Johnson's famous adaptation, "The Vanity of Human Wishes." In the introduction he upholds Juvenal as a serious moralist, though this has been often questioned. And since he omits any "unpleasantnesses" from the text it is easy for him to maintain this view. His text adheres fairly closely to Bücheler; while the explanatory notes are adequate for use in secondary schools. The greatest omission, perhaps, in such a book is the rest of Juvenal's Satires. C. I. R. H.

History.

THE SEA TRADERS: by Archibald Hurd. (Cassell and Co. 2s. 6d. net.)

This is an attractive book by a well-known writer on ships and seamen. Here the young reader will find traced for him in fascinating form the long line of adventurous seamen from the time of the Merchant Seamen of Bristol, and even earlier. The glamour of the book is enhanced by numerous illustrations, many of them reproductions from old prints and pictures. But good as the book is, we think it a little unfortunate that practically no reference is made to the noble and heroic efforts of our merchant seamen during the late war. Questions on each chapter are appended at the end of the book.

MOVEMENTS IN EUROPEAN HISTORY: by D. H. Lawrence. (Milford. 4s. 6d. net.)

This is a new and an illustrated edition of a book first published in 1921, "by Lawrence H. Davison." The illustrations, now first added, are somewhat off the usual lines, and if they have not been chosen so as to appeal strongly to the imagination, they nevertheless have that effect.

The story follows, in the main, the usual lines, from "I Rome" to "XIX The Unification of Germany." It stops at the year 1870. Despite the continuous need of compression, there are telling pictures of living folk. The description of the Crusade of 1096 is told vigorously and boldly, with less suppression than is usual of ugly details. One can see this "mad host" carrying a goose and a goat, halting to murder and pillage in the Jews' quarters of the towns, and finally "strewing their bones down the Balkan Peninsula."

There is a good index, and there are some useful line maps.

HISTORY OF THE AMERICAN FRONTIER, 1763-1893: by F. L. Paxon. (Constable and Houghton Mifflin Co. 30s. net.)

A study of the United States frontier is a study of American expansion, apart from Alaska, the Philippines, and the Pacific. It is a story that is complete in itself, and that contains within its compass a great deal of the history of the United States in general. "The frontier, with its continuous influence," says the author, "is the most American thing in all America." Rival claims, we think, might be set forward, some serious, some serio-comic; but there is ground enough for such a claim, and it is good for a writer to hold a high view of his argument.

This book, we think, is the first general and complete study—complete within the limits stated—of the subject. It is, indeed, somewhat too complete for any but students of American history. There are nearly six hundred large pages—if we count in the excellent index of twenty-five pages—and they contain more detail than the general reader of history usually craves for. But the material is good, and it is well set out. One is not much incommoded by footnotes and references. In this respect it is the general reader rather than the close student who has been considered. Both, therefore, if their interest gives them the sufficiency of courage, may turn to this book with hope. R. J.

THE BRITISH COMMONWEALTH AND ITS UNSOLVED PROBLEMS: by C. M. MacInnes, B.A. (Longmans. 5s. net.)

One opens a book with such a title expecting it to be a modern addendum to the usual constitutional treatises. It is that, but Mr. MacInnes has prefixed and interpolated enough general material to make the book have a sufficient completeness of its own. About half the book (four chapters out of nine) deals with India, and indeed there is no other "Commonwealth" question to-day more important. There will be endless questions as to whether the writer has set out the various forces at work each in its due proportion; but indeed, no one may claim to do that, nor, if it were done, are there many (if any) capable of judging such a work. What is in fact offered us here is a short discussion and setting-out of a problem that is now beyond perfect and full description, as it is equally beyond perfect and full control. Further, the book is consciously "balanced," so as to avoid "the die-hard" on the one hand and the "sentimental internationalist" on the other. It is an obvious and a reasonable method; but, like every method, it has its own danger. It tends to assume that right lies in the middle; a conclusion that history has not always endorsed. R. J.

MODERN TIMES: by J. Harvey Robinson, Ph.D. (Ginn and Co. 6s. 6d.)

All teachers of history know the two fat volumes of "Breasted and Robinson." This volume contains the second half of the second of these books, covering the period from Louis XIV to the end of the Great War. The division gives us a more manageable volume. The excellent qualities of Professor Robinson's textbook, the good paper, print, and the wealth of illustration, remain as before. R. J.

THE STORY OF WANDSWORTH AND PUTNEY: by G. W. C. Green, B.A. (Sampson Low, Marston and Co. 2s. net.)

There is no better adjunct to the formal study of history than the story of one's own district, and Sampson Low's Borough History Series, edited by S. O. Ambler, will serve admirably for London Schools. In the present volume Mr. Green brings together a number of interesting facts connected with Wandsworth and Putney and serving as an excellent reminder that these places have individuality and are not merely parts of London. To-day we do not connect Wandsworth with such industries as calico-printing, hat-making, or munition-making, but these were once important in the town. Putney has associations with both Cromwells, Thomas and Oliver, the former being the son of a local innkeeper and brewer. A chapter is given to brief accounts of notable residents, and there are useful indications as to the

location of such historical features as have survived the wave of London's expansion. It would have been interesting and useful if some of these features had been illustrated, but this would have increased the cost of the volume. Local schools which use it might supplement its pages with a portfolio of photographs.

R.

Chemistry.

A STUDENT'S MANUAL OF ORGANIC CHEMICAL ANALYSIS, QUALITATIVE AND QUANTITATIVE: by Joscelyn Field Thorpe, F.R.S., and Martha Annie Whitely, D.Sc. (London: Longmans, Green and Co., 1925. Pp. x + 250. 9s.)

This book is the outcome of experience gained by one of the authors (Miss Whitely) in teaching organic chemistry for twenty years in the organic laboratories of the Royal College of Science, Imperial College of Science and Technology. When one also takes into account the pre-eminence of the Research School, under the direction of Prof. Thorpe, it is not to be wondered at that a volume which calls for little else but praise has been produced. The subjects dealt with are: Detection of elements in organic compounds; Purification of organic compounds for analysis; Ultimate analysis; Reactions of the commoner organic compounds; Detection and estimation of radicles; Systematic examination of complex organic compounds leading to relegation to class; The ultimate analysis of organic compounds by microchemical methods.

The descriptions given are clear and detailed, and it is especially in the details that the "20 years' experience" is brought out. Because of this long experience one could wish that the section dealing with the investigation of an unknown compound had been somewhat amplified, so as better to obviate the tendency of some students to attack a "spot" in a haphazard manner instead of following a logical method which will first assign it to its relevant class before the final identification is made.

Fig. 2 does not clearly illustrate the text, and one may be permitted to wonder why the elegant vacuum method for the estimation of nitrogen is not given. T.S.P.

LABORATORY MANUAL OF ORGANIC CHEMISTRY: by Harry L. Fisher, Ph.D. (London: Chapman and Hall, Ltd.; New York: John Wiley and Sons. 1924. pp. xii + 338. 11s. 6d. net.)

The first edition of this book was issued in 1920. The fact that a second edition is called for in 1924, after a total issue of 11,000 copies, is a valuable testimonial to its worth, indicating that it has supplied a need, at all events in America. The present edition is essentially the same as the first, except for revision necessary to bring it up to date; in some cases methods have been changed in the light of experience of better and safer ones. Various new preparations have been added, and also a chapter describing the Carius and sodium peroxide methods for determining the halogens, sulphur and phosphorus.

The characteristic feature of the book is the minute detail with which the experiments and the various difficulties and pitfalls involved in performing them are described. These details are evidently the result of an extended teaching experience, and it is stated that their enumeration has been successful in teaching the student the correct practice to follow. It would be interesting if the author could indicate what proportions of students, when they commence their organic preparations, take care at once to read carefully the details given, and are not driven to that course of procedure by the failures made in their first preparations. Probably American students are not very different from English in this respect.

The book is really excellent, but one might suggest that it would be improved if equations were given for the various reactions, instead of leaving the student to look them up in a text book of organic chemistry; theoretical and practical books are not always carried together into the laboratory. Also, the laboratories, at all events English ones, do not all possess an electric combustion furnace, and have to confine themselves to cheaper and less elaborate forms of apparatus.

The only misprint noticed is that in the heading to experiment 39, "bromobenzene" should be written for "benzene." The vagaries of American spelling are difficult to understand: why is "labelled" written as "labeled," and "distil" as "distill"?

T. S. P.

Physics.

JOULE AND THE STUDY OF ENERGY: by Alex Wood, M.A., D.Sc., Fellow and Tutor of Emmanuel College and Lecturer in Experimental Physics in the University of Cambridge. (G. Bell and Sons, Ltd. Pp. viii + 88. 1925. 1s. 6d. net.)

The most important and far-reaching generalization in the science of the last decade is undoubtedly that which is now called the Law of Conservation of Energy. This law states that energy can neither be created nor destroyed, no matter through how many transformations it may pass, or in whatever diverse forms it may appear. The one man, more than others, whose wonderfully accurate experimental work led to this generalization was James Prescott Joule, who was born in 1818 and lived until nearly the end of the last century. By means of his famous "paddle wheel" experiment, where water in a vessel was churned round with a paddle and the resulting rise of temperature due to friction was measured with an accurate thermometer, Joule showed that there was a direct relationship between the work expended and the heat evolved. This is such an important conception that it is of interest to quote Joule himself; at the end of his paper in the Philosophical Transactions of the Royal Society for 1850 he writes:

"I will therefore conclude by considering it as demonstrated by the experiments contained in this paper—(1) that the quantity of heat produced by the friction of bodies, whether solid or liquid, is always proportional to the quantity of force (*i.e.*, work) expended; and (2) that the quantity of heat capable of increasing the temperature of a pound of water (weighed in vacuo, and taken at between 55° and 60°) by 1° Fahr., requires for its evolution the expenditure of a mechanical force represented by the fall of 772 pounds through the space of one foot."

The equivalence between the various forms of energy, mechanical, chemical, electrical, etc., and their final degradation into heat, soon became apparent after this work of Joule, and all these things are dealt with most attractively and clearly in Dr. Wood's little book. It is the most recent of the Classics of Scientific Method, which are being published by Messrs. G. Bell and Sons, "to provide reproductions of the great masterpieces of science in convenient form, together with a complete account of the action and reaction of ideas which, through the process of time, led up to the crucial experiments carried out and described by some great master."

Dr. Wood takes his examples from the common things of life, and explains his points so clearly that no one reading the book can fail to obtain fresh knowledge of things with which he previously thought himself quite familiar. There is also an interesting section on the search for Perpetual Motion by early experimenters, and the growth of the belief that Perpetual Motion is impossible since it is found to be incompatible with the Law of Conservation of Energy.

This book can be warmly recommended and should most certainly be found in the science library of every school. The only fault to be found is with the production: a book as good as this one is worthy of more than a paper cover. R. S. M.

Hygiene.

SEX HYGIENE: by Oliver Waldo Lincoln. (John Bale.)

An excellent booklet for the instruction of parents, which might perhaps have been slightly expanded. Mr. Lincoln tells, in a clear and concise way, the dangers of modern degeneracy. In so few pages, however, the evils surrounding sex life are forcibly expressed. Since at present sex is but little awakening, and the tragedy only too true, the transiency of the impression is a little unhappy and might perhaps have been avoided in a slightly longer treatise. Nevertheless, if read with care it is of immense value. G. T.

The tenth annual Summer School of Latin, arranged by the Association of Latin Teaching, will be held at Edinburgh from August 4—14. A class for boy beginners will be taken by Dr. Rouse. Dr. Rouse will also conduct a course in Greek reading and practice; Mr. Strangeways and Mr. Dale will do the same for Latin. This is only part of a varied programme which includes lectures, discussions, theatricals, and archæology. The annual general meeting will be held on Tuesday evening, August 11th.

PUBLICATIONS RECEIVED.

H. R. ALLENSON, LTD.

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Towards Solving the Problem. 6d. post free.

EDWARD ARNOLD AND CO.

A School History of Science: by J. A. Cochrane, B.Sc. 2s. 6d.
An Elementary Chemistry: by E. J. Holmyard, M.A. 5s.
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Arithmetic: Parts I and II: by C. V. Durell, M.A., and R. C. Fawdry, M.A. 2s.
Health in Childhood: Five Lectures delivered at the Institute of Hygiene. 2s. 6d. net.

BLACKIE AND SON, LTD.

In London's By-ways: by Walter Jerrold. 2s. 6d. net.
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The Principles of English Prose: as Expressed by Great Writers: collected by G. L. Tarpley. 1s. 6d.
A Sixteenth-Century Anthology: with Notes by A. Symons. 2s. 6d.
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Selections from Ovid: by T. E. J. Bradshaw, M.A., and G. G. Phillips, B.A. 2s.
From Pole to Pole: a First Survey of the World: by L. W. Lyde, M.A., and E. M. Butterworth, B.A. 2s. 6d.
The Knight of the Burning Pestle: edited by J. Hampden, B.A. 1s.
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Rambles in Science: Wireless: by C. R. Gibson. 1s. 3d.

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The Norwood Pocket Loose-Leaf Register for Girl Guides. 1s. 6d.

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The Geography of the Ancient World: being a Select List of Wall Maps useful for Classical Teaching in Schools: Advisory Leaflet No. 2. 6d. net.
The Writers of Greece: by Gilbert Norwood, M.A. 2s. 6d. net.
An Up-to-date French Composition: by F. C. Green, M.A., and J. B. Fort. 2s. Key 4s.

CONSTABLE AND CO., LTD.

Orvietto Dust: by Wilfranc Hubbard. 10s. 6d. net.
H. F. W. DEANE AND SONS, THE YEAR BOOK PRESS, LTD.
The Directory of Women Teachers, 1925. 25s. net.

A. AND F. DENNY, LTD.

Phases of Modern Science: published in connection with the Science Exhibit arranged by a Committee of the Royal Society in the Pavilion of H.M. Government at the British Empire Exhibition, 1925. 3s. 6d.

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 The Crusoe Mag. August, 1925. 7d.

Two Mitchell Scholarships in the award of the trustees of the Mitchell Charity are vacant at the Guildhall School of Music. The holder must have been born or educated or employed within the limits of the City of London, extending from Temple Bar in the West to Aldgate in the East, and from Moorgate to Southwark. Applications should be made to Mr. H. Saxe Wyndham, the Secretary.

The seventh annual Summer School for Teachers arranged by the Kent Education Committee will be held in the Folkestone County School for Girls, for four weeks beginning on August 1st. There will be courses in woodwork, metalwork, needlework, drawing and design, natural history, English, and phonetics, besides a programme of general lectures. Further information can be obtained from the Director of Education, Springfield, Maidstone.

NEWS FROM THE PUBLISHERS.

Messrs. W. Heffer and Sons, Ltd., of Cambridge, have been appointed English Agents for Daniel Jones's "An Outline of English Phonetics," published by Teubner, of Leipzig.

Geography can be made a most fascinating subject for children, and it can be taught at a very early age by the means of pictures if the child's interest is caught and its imagination allowed free play. This is the idea on which a "Picture Geography for Little Children," by "Bryher," which is being published by Messrs. Jonathan Cape, is based. The author of the book was travelling throughout Europe and Africa during childhood, being taught history as a pleasure while older children were enjoying nursery games. Her understanding of children's minds, aided by experience of children of different ages, has helped her to make these books of a kind that will be read as fairy stories and nursery tales are read. The method of the books is to identify a country with a picture of something for which that country is generally known. In the book on Asia, which has just been published, for instance, Arabia is shown by a drawing of a horse, while the short terse letterpress gives only interesting details which will be remembered.

The travel notes made by the Secretary of State for Air (Sir Samuel Hoare) during his recent visit by aeroplane to Iraq and Palestine, when he was accompanied by Mr. Amery, the Colonial Secretary, have just been published by the Cambridge University Press. The book, based upon the lectures that he has recently given, is entitled : "A Flying Visit to the Middle East."

The same press have just issued a revised and enlarged edition of Mr. A. Hoare's Italian Dictionary, in its unabridged form.

The purpose of the "Helicon" Poetry Series, edited by Alfred Noyes and published by Messrs. Cassell and Co., is to present to students the best work of the best of our poets. The "Tennyson" volume which has just been published contains, as does each of the volumes in the series, a critical introduction by Mr. Noyes, notes, exercises, a glossary, and suggestions to students by expert educationists.

Messrs. Constable's monthly list contains some good books for holiday reading, especially the selection on the last page under the title "Constable's Popular Fiction."

The Handbook and Directory of Adult Education. This new reference book, which is being compiled and edited by The British Institute of Adult Education and the editors of The Schoolmasters' Year Book and Directory, will be published by Messrs. H. F. W. Deane and Sons The Year Book Press, Ltd., in the autumn. It will include an alphabetical and descriptive directory of those bodies concerned with the provision of non-vocational adult education, e.g., the Board of Education, the Local Education Authorities, the Universities, and the voluntary bodies; and a geographical section, showing by counties and county boroughs the work that is already being done and the facilities afforded to students, as well as details of libraries, scholarships, etc.

The same press have just published the fourth issue of the "Directory of Women Teachers."

Messrs. W. and G. Foyle have just issued a new edition of their catalogue, "Books on Natural History," including important works on Ornithology, Botany, and Zoology.

The many English and American travellers who visit Paris at this time of the year will be grateful to Miss Cecilia Hill for her book on "Versailles : its Life and History," which has just been published by Messrs. Methuen. The book is not only a description of the structure and decoration of the palace and its wonderful gardens : the author also shows why Versailles was built and the part it has played in French history.

"A Wayfarer in Czecho-Slovakia," by Mr. E. I. Robson, has also just been published by the same firm, and is a pleasing account of a tour in this new and little-known republic. The numerous illustrations from pencil drawings, specially made by Mr. J. R. E. Howard, are particularly attractive and characteristic of the country.

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Applications are invited for the post of HEAD MISTRESS of the DERBY CENTRAL SCHOOL FOR GIRLS and PUPIL TEACHER CENTRE. Commencing salary, £400 per annum. Particulars may be obtained from F. C. SMITHARD, Esq., Secretary, Education Office, Becket Street, Derby.

KEIGHLEY.

The Governors invite applications for the HEAD MISTRESS-SHIP of the (DRAKE AND TONSON'S) GIRLS' GRAMMAR SCHOOL, which has at present 340 pupils; duties to commence in January next. Under the regulations of the West Riding Education Authority, the salary scale at present attached to the post is £650—£25—£800, with the 5 per cent. voluntary abatement, full allowance being made for previous experience as Head Mistress. The revision of this scale, in consequence of the recent Burnham Award, is now under consideration. Applicants must be graduates of a University in the United Kingdom, or possess an equivalent qualification approved by the Board of Education. Forms of application may be obtained from A. de W. WHITLEY, Temple Buildings, Keighley, to whom applications should be returned, with six copies of three recent testimonials, by 1st September next.

DOVER.

Applications are invited for the post of HEAD MISTRESS of the COUNTY SCHOOL FOR GIRLS (See advertisement under "Posts Vacant," page 290.)

SUBJECT TEACHERS.

BIRMINGHAM.

Applications are invited for the post of LECTURER IN PHYSIOLOGY at the UNIVERSITY. Stipend, £300 per annum. Four copies of application, with testimonials, must be sent on or before August 24th, to the SECRETARY, from whom further particulars can be obtained.

DERBY.

Wanted, a RESIDENT LECTURER in KINDERGARTEN and JUNIOR WORK for the LICHFIELD AND SOUTHWELL DIOCESAN TRAINING COLLEGE, with experience in school work and training work. Handwork or needlework as a subsidiary subject would be a recommendation. Forms of application can be obtained from the PRINCIPAL.

LONDON.

The London County Council invites applications for the position of ASSISTANT ORGANIZER OF PHYSICAL EDUCATION (Women and Girls) in the Education Officer's Department. Salary £260 a year, rising by annual increments of £20 to a maximum of £400 a year, and a temporary addition making the probable total commencing salary at the time of appointment £389. The applicant appointed will be required to take part in the inspection of the physical education of women and girls in all types of schools, colleges, and institutes within the area; and to carry out under the control of the organizer such other duties in connection with the physical education of women and girls as may be necessary. Apply to the EDUCATION OFFICER (C.I.), The County Hall, Westminster Bridge, S.E.1 (stamped addressed foolscap envelope necessary) for form of application, to be returned not later than 5th October. Marriage terminates contract of service.

LEEDS.

Applications are invited for the appointment of a DEMONSTRATOR IN PHYSICS at the University, duties to commence October 1st. Commencing salary £250 per annum. Facilities are offered for research. Further particulars may be obtained from the REGISTRAR, who will receive applications for the appointment up to 6th August.

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Wanted, a well-qualified, experienced TEACHER OF DOMESTIC SUBJECTS, holding full diplomas in Cookery, Laundry, and Housewifery. A Needlework Diploma will be a recommendation. Salary according to new Burnham Award, subject to decisions of the Board of Education thereon. Standard Scale III area. Form of application, sent on receipt of a stamped addressed foolscap envelope, should be returned to the DIRECTOR OF EDUCATION, Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than 8th August.

EGYPT.

Applications are invited for posts of KINDERGARTEN MISTRESSES. (See advertisement under "Posts Vacant," page 290.)

FORM TEACHERS.

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Wanted in September for the COUNTY HIGH SCHOOL, a GRADUATE MISTRESS for French, with some general form subjects, Games. Burnham Scale. Apply, stating qualifications and subsidiary subjects, to HEAD MASTER.

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Wanted to commence duties at the beginning of the Autumn Term, a junior SCIENCE MASTER for the SECONDARY SCHOOL (dual), with good qualifications in Chemistry and Physics. Burnham Scale and Lancashire County Regulations. Applications, stating personal and professional qualifications, with three testimonials, to Mr. WALTER BRETHERWICK, Clerk to the Governors, Education Offices, Darwen, Lancs., on or before August 10th.

OSSETT.

The Governors invite applications for the post of ASSISTANT MASTER at the GRAMMAR SCHOOL (dual), to take charge of the Commercial Course. Duties commence September next. Applicants must possess a Degree of some British University, but preference will be given to those holding the Degree of B.Com. The appointment in the first instance will be for a period of twelve months on probation. The salary will be in accordance with the Scale of Salaries of the Yorks W.R.C.C., as revised under the Burnham (1925) Award. Forms of application may be obtained from E. LUCAS, Esq., Education Department, Town Hall, Ossett, on receipt of stamped addressed envelope, to whom they should be returned not later than August 9th.

WELLINGTON, SALOP.

Wanted in September for the HIGH SCHOOL FOR BOYS, an ASSISTANT MASTER to teach French to Higher Certificate Standard. Some German desirable. The master appointed would be expected to take active part in games. Salary in accordance with Burnham Award. Apply HEAD MASTER.

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Applications are invited for posts of ASSISTANT MISTRESSES to teach English and the usual school subjects. (See advertisement under "Posts Vacant," page 290.)

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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

SEPTEMBER, 1925

NOTES AND COMMENTS.

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

Summer Schools.

Increasingly do the institutions, or functions, known as summer schools or vacation courses demand the attention of teachers during the holidays. This year there have been held some scores of gatherings, some of a general character, others designed for specialist teachers, but all intended to offer a pleasing blend of professional counsel and social confabulation. Those who attend are almost unanimous in declaring that the experience is valuable and no less refreshing than a holiday of the less strenuous kind. The development is not confined to teachers. A score of summer schools for working men and women have been held. The political parties are adopting the plan, and the purveyors of women's apparel have held a course in the academic groves of Balliol, where they discussed the mysteries of salesmanship and enlarged on the adventurous possibilities of the drapery trade. It was observed that while Balliol was thus displaying its readiness to receive all comers, the neighbouring college of Trinity displayed the stern notice: "The College is closed to visitors." With great respect it may be submitted to the authorities of the colleges in Oxford and Cambridge that their well-founded reputation for hospitality should be maintained and strengthened in these days, when the arrangements and character of our old Universities are being challenged.

Married Women as Teachers.

Mr. Justice Romer has decided in favour of a married woman teacher who sought to prove that a notice of dismissal from the Education Authority of Poole was illegal. It is thus established that the mere fact of a woman teacher being married is not a valid reason for asking her to resign her post. The decision will probably prevent any attempt to impose a rule that a woman teacher must resign her post on marriage. It may also make the authorities hesitate before seeking to dismiss any married woman even where they could adduce evidence of inefficiency. The Courts will tend to examine such evidence very carefully and require to be satisfied that there is no attempt being made to put forward a pretext as a reason. Already the dismissal of an inefficient teacher is a matter of great difficulty, too great indeed for the welfare of the schools, and it will be unfortunate if married women, as such, are placed in positions of complete security. Those who elect to remain at their posts should be required to give full service and not be relieved from any part of their work by reason of wifely duties or family claims. There is no ground for treating married women differently from unmarried ones, but the rule must apply both ways.

A Noisy Trial.

In another part of this issue will be found an American journalist's description of the notorious trial at Dayton, Tennessee. The whole affair was intolerably blatant, a satire on science no less than on religion, a kind of verbal riot round the person of "Professor" Scopes, a young teacher who in this country would be rated on the lower levels of the Burnham Non-graduate Scale. The general hysteria which has been manifested is significant of that fear of ideas which oppresses the generality of mankind. It is heightened by the circumstances of the time, for comfort-loving people everywhere are distressed by the thought of political changes which may result in extreme discomfort. To them the way of safety seems to lie in the suppression of everything which tends to undermine faith or to disturb the placid waters of accepted belief. Investigation and hypotheses are dangerous. Indeed, every process of thought has its perils, and complete safety is to be found only in arriving at the semblance of a patient and anæmic cabbage. Whatever may have been the process in the creation of man, it is certain if there were no higher purpose than this a bad mistake was made, and real teachers everywhere ought to be suppressed at once and as quietly as possible.

The Pool.

The principle of salary scales, as of trade union rates of pay, is that the teacher of more than average efficiency sacrifices some part of his proper emolument and this part goes to the teacher of less than average efficiency, supplementing his proper emolument so that he may receive the standard rate. Employers have a praiseworthy desire to reward special merit, ignoring the fact that in doing so they will be running counter to the principle of uniform scales. Under the Burnham award there is a plan by which Local Authorities may make special payments to selected teachers, but some of the authorities appear to find the responsibility very onerous. This is natural enough, since it is difficult to walk in two directions at the same time. A clear and consistent plan might be devised by which there was provided a minimum scale for all teachers wherever they may be working, with additions payable on grounds of special responsibility. The minimum rate should be such as will attract young people of the right type, and the additional payments should be worth striving for. A minimum rate, with additions for efficient work, is the accepted professional plan, whereas uniform scales of salary are a device of the trade unions. Sooner or later the Burnham scales will be adjusted to the professional method.

Young Offenders.

Of late there has been a growing body of testimony to the effect that young people of to-day are better behaved in a social sense than were their parents and grandparents. At last we are beginning to understand that the "crimes" of the adolescent are often nothing more serious in their origin than ebullitions of high spirits and reactions from the monotony of modern industrial conditions. Even so, the number of such "crimes" is decreasing and there is a welcome disposition on the part of magistrates and judges to avoid sentences of imprisonment where young people are concerned. Some magistrates, however, still display a wanton indifference to the meaning and results of imprisonment, and the governor of a metropolitan gaol has been heard to declare that it would be an aid to justice if certain magistrates were obliged to serve a sentence of one month before resuming their judicial duties after the summer vacation. The law still bears hardly upon the poor. This was shrewdly stated the other day when some youths were summoned for gaming in public. They had been caught in the act of playing cards for money and the judge kindly informed them that if they wished to indulge in such amusements they could do so with safety only in drawing rooms or in the card rooms of clubs. Certainly if a youth wishes to have a mild "rag" in Piccadilly Circus he had better wear Oxford trousers in preference to corduroys.

Officialdom and Private Enterprise.

One of the most successful and attractive of the Vacation Courses for teachers is conducted in London under the auspices of a firm of publishers. This enterprise brings no profit to its promoters but is a source of heavy expenditure, repaid in part no doubt by the publicity it brings to the firm. Those attending the course are required to be present at all lectures and in addition they are afforded excellent opportunities for seeing London under skilled guidance. Yet this carefully organized scheme was recently described by an official of the Board as being quite useless, since the Board did not recognize it. In a sense this is true, for attendance at the course does not rank for grant or for an increase in pay. In another sense the remark furnishes an excellent illustration of the attitude of mind which is induced in small people by official experience. Unconsciously they come to believe that private enterprise is suspect, merely because it is outside the scope of their beneficent influence. Things which will not go into pigeon holes are inconvenient and therefore to be condemned. Yet long before there were any officials or pigeon-holes, before even it was required to write on foolscap paper with a margin there were excellent schools and colleges. To the narrow-minded type of official it must be a constant marvel that schools such as Winchester or St. Paul's or Universities such as Oxford and Cambridge contrived to be born and to flourish without his fostering care.

Day Continuation Schools.

The London County Council displays admirable tenacity in its policy of providing Day Continuation Schools. The name is unfortunate and a better one would be found in the term "Part Time Secondary Schools." The latest to be opened is in East London under the direction of Mr. J. J. Biggs, who has already received promises of support from local employers. The course provides for the commercial and industrial needs of young people between 14 and 18 years of age, who may attend from six to fifteen hours a week. No fees are charged to London students and books and other material are provided free of cost. The school will serve Poplar, Limehouse, Bow, and parts of Stepney, districts in which the demand for secondary education has hitherto been very small. In Poplar, for example, the proportion of boys and girls passing from the elementary schools to secondary schools has been only seven for each thousand of the population, as compared with twenty for such districts as Greenwich or Lewisham. The new school deserves every encouragement as a sane method of dealing with certain political difficulties in Poplar.

BALLADE.

*High on this mountain of Thibet,
The snow lies billowed like the sea
Around my icy minaret,
Where goblin I, Mandragodee,
Writhe in her golden filigree,
The Elfin Queen, whom I had met,
Seeking the King of Tartary,
Chasing a moonlit silhouette.*

*Look, she has cast a spell o'er me,
Winding me in her magic net,
And chained me to eternity,
Where all my fervency is set
To dance a pompous minuet
With icicles. While there is she,
Chasing a moonlit silhouette,
Seeking the King of Tartary.*

*Each night she comes, and will not let
Me rest; watching in mockery
My twisted shadow, black as jet
On moonlit snow, she cries to me—
Heedless of all my misery—
"I've found no shape as vile as yet,
Seeking the King of Tartary,
Chasing a moonlit silhouette."*

*Prince, for long years must I forget
She, in that haunted king, seeks me,
Chasing a moonlit silhouette,
Seeking the King of Tartary.*

GABRIEL TOYNE.

LITERATURE AND THE DOMESTIC ARTS.

(Address given by Miss RUTHERFORD CROCKETT to Stoke Rochford Summer School, August, 1925).

By the ancient Greek writers, the domestic arts of weaving, wood-work, housecraft, cookery, and the like, were universally regarded as subject matter proper for literature. Homer's famous account of the bedstead of Odysseus, or of Nausicaa and her maidens washing clothes in the stream, go to show that a close and honourable connection existed in the old writers' minds. Theocritus, writing in praise of the housecraft of Helen of Troy, or the uses of an ivory distaff, blends the practical with the imaginative and produces a poem. This honourable association between the art of letters and the domestic arts continued, through the medium of the old ballads and the traditions of folk-song, down the centuries.

Sophistication is a gradual growth, and we find these arts almost imperceptibly receding into the background in literature. Worse still, they reappear in an artificial form, prettified and "sicklied o'er with the pale cast of thought," as in the false pastorals of Pope and Dryden.

Pepys gives us perhaps the last outstanding example of literature closely wedded to the household arts. His firm belief in law, order, and a good dinner ensures that all he writes on this head has the conviction of a *credo* and the zest of first-hand experience.

Gradually, the close bond of which we speak gives place to the more casual connection by association; and here the essayist comes into his kingdom. Lamb, with his inimitable dissertation on roast pig, his witty observations on the proper manner of serving salmon, gives us the essence of the essayists' treatment of the subject.

Money-making, complexity of living, the decline of simplicity and the increase of luxury, tended to distract writers and readers alike from the domestic arts. Craftsmanship gave way to commercialism on the one hand and to mere decoration on the other. The "manual arts" became the "menial processes." The truer Greek conception, in literature as in life, was lost. Bound up as in essence these arts must be with family life, with seed time and harvest and the green hope of man; knit in sinew and blood with our common humanity, they nevertheless came to be considered "unrefined," unfit for literary association. The bonds of honourable wedlock between themselves and literature were dissolved.

Charlotte Brontë in England, others elsewhere, rescinded the bill of divorcement. This amazing woman, working with a concentrated intensity rarely equalled, recognized the value of a balanced life as few moderns do. Her practical experience of the household arts was fundamental and lifelong; she could break off in the flood-tide of composition to grapple with problems of cookery and household management. That her work gained immeasurably in balance as a result she may or may not have realized—it is manifest to us to-day.

Balance of life, rather than bias, is perhaps the most clamant need of our generation. Writers in particular should recognize the bookish bias of their profession and guard against it; and for women writers the danger is, as a rule, intensified by temperament.

The creative artist, wrestling with the processes which go to form a style—those shaping processes without which vision remains sterile—is immensely better

equipped if he understands, and practises daily, a manual craft in an intelligent way. "The mental morning and the manual afternoon" is no mere joyous slogan for progressive Education Committees. It applies with equal point to men and women of letters. Manual training of some sort should form a compulsory part of every arts course.

The method used by the late M. Anatole France shows us that this shaping, clarifying, and rearranging of one's material is, in fact, the imaginative counterpart of a manipulative process. M. France has told us that he assembled and arranged his sentences with the literal aid of paste pot and scissors; those limpid, golden phrases are the result of ceaseless, tireless manipulation and re-casting.

Handmastery of any craft begets a confidence, a power of selection and of discrimination, a balanced judgment between eye, ear and brain, which no purely cultural study can equal. How to economize material for an essay or an epic; where to place the point of suspense in a short story; how to recast ideas embedded in a piece of dubious journalism, and weld them into a structure of firm prose; how to balance the architecture of a novel: these are imaginative problems, say you? They are manipulative problems first of all. They depend on judgment tempered by technique; and a finer aid to mental technique than a good manual training, intelligently applied, has yet to be discovered.

Here is the true interdependence of literature and the manual arts. That artist who knows, and performs, a handicraft with the greatest degree of perfection possible to him, finds his artistic processes aided, clarified, reinforced to an amazing degree.

The connection then between literature and the manual (including domestic) arts is no fortuitous thing. We are gradually re-establishing the old close link between them, beloved by the Greeks and nurtured by our own Chaucer. Hardy in England, Knut Hamsen abroad, to mention only two, have used these arts as honourably as did Homer. They have shown us that these ancient crafts, when transfused by passion, informed by imagination, can take their place with birth, death, love and labour in the fundamental structure of life.

The secondary link of association is in no danger of neglect while our essayists flourish. Stucco and empty decoration are on the whole alien to writers of this era; we may look hopefully for less cant and a simpler sincerity in their dealings with the domestic arts, as the frigid pastoral recedes "deeper and deeper into the dim distance."

Educationally speaking, the third link of direct personal contact is all-important. If we give our children *balance* we give them mastery, not merely over a manipulative or a creative art, but over one more complex: *ars vivendi*, or the art of living. And if, as seems generally agreed, the ultimate aim of all education be to qualify for the art of life, then the means which an intelligent correlation of literature and the manual arts provide for that end should be seized with devout enthusiasm by educationists all the world over.

THE SPELLING TEST.

By R. B.

He was one of the managers of the school. He was also one of those officious men who, being nettled by some triviality or other which is contrary to their ideals, and therefore wrong, delight in making themselves exceedingly unpleasant.

On this afternoon in early summer he stealthily entered the muggy schoolroom intent upon "getting one in" on the recently-appointed young man, whose ginger hair and an uncontrollable affinity for brightly-coloured ties had already aroused in the manager feelings of hostility against him.

Ignoring the teacher, he bade the children "Good afternoon," and they, after a shuffling of feet, stood up and returned the salutation in their characteristic singing manner. The newcomer walked to the front of the room, tapped on the floor with his walking stick—his method of ensuring attention—and addressed the children in a peremptory tone.

"Now, children, I am going to test your spelling. I shall take up a book and turn over the pages and select the word upon which my eye first falls. Ah, here we are. Now that little boy with the blue jersey, will you spell 'egg-wiped' for me, please."

The little boy sprang to his feet with alacrity. However, the child's countenance soon fell, and now bore an expression of blank despair.

The manager chuckled inwardly. That was number one "flooded" at the first word. He tried the same question again, and his face glowed with satisfaction when his efforts to evoke further attempts from the class proved vain.

"Would the teacher know?" he asked himself, and approached him with a view to finding out.

"Really, this is disgraceful, Mr. —er—er—" ("Hamilton," supplied the other.) "Ah, yes, that's it, Hamilton. I really must mention it at the next meeting. I am extremely disappointed that the children should be so unresponsive.

"What was the word, sir?"

"'Egg-wiped,' the very first word I saw on the page," was the reply.

"Egg-wiped!" repeated the teacher in surprise. "Egg-wiped! I've never even heard of it before."

"What is that! This is amazing, shocking. I shall most certainly report it." And he bounced out of the room with the book still in his hand, and a triumphant leer on his face.

* * * * *

"Yes, Mr. Chairman, I put but one question to the class and there was but one attempt at response and that futile, and what was infinitely worse, the teacher himself not only was unable to spell the word, but he said he had never even heard of its existence, Mr. Chairman."

The manager handed over the book ready opened. "There," he said, "I have underlined the word at the top of the page."

The Chairman put his spectacles in a precarious position on the end of his nose, apparently so that he could peer over the top at the teacher, whom he shortly addressed.

"And do you, a school teacher, mean to tell us, Mr. Hamilton, that you have never heard of 'Egypt'?"

HAMEL DOWN.

By LORD GORELL.

I.

I love the wood in which the clouds are born
Beneath a silent hill,
A gracious hill of green and gold,
In summer crowned with purple heath,
And countless summers old.

II.

Upon its crest a beacon great with rocks
Of lichened granite shows,
And loud across the silent hill
The summons to the wanderer calls
Imperious and still.

III.

Higher in heaven, stately and serene
The buzzards slowly float,
Like helmsmen on untroubled seas,
O'er hill and moorland and their home
Of nest-embosoming trees.

IV.

This is the wood in which the clouds are born,
Soft, filmy babes that steal
With wistful glances turned on high,
Half lingering within the pines,
Half longing for the sky:

V.

Emboldened then, frail wanderers on the hill,
Aloft in trustful love
They trail their draperies, they merge
With misty mothers of the rain
And pass beyond the verge.

VI.

They brush my heart like angels' passing wings,
Bearing my thought to heaven
And so are gone: eternity
Around their gentle journeying falls—
The wood dreams on with me.

LETTER TO THE EDITOR.

London University and the Imperial College of Science.

Dear Sir,—Sir Philip Magnus has kindly called my attention to a historical inaccuracy in my article in your August number. I stated that the Imperial College "is itself a federation composed of the Royal Colleges of Science, the Royal School of Mines, and the City and Guilds College; and its relation to the University has been a matter of discussion and often of controversy ever since the re-organization of the University in 1900." This statement is not literally exact, since the question of creating the Imperial College did not arise until 1903; but it can hardly be considered misleading since the three institutions out of which the College was constituted were admitted as schools of the University by the Statutes of 1900.

Yours truly,

ERNEST A. GARDNER.

University of London,
24th August, 1925.

THE PERSONALITIES OF OUR CHILDREN.

BY R. AMY PENNETHORNE.

The eighteenth century was not at all sentimental about childhood—(unless the child managed to die young and be a "withered rose-bud") if it lived, the brutality of its lost and animal nature—"the old Adam" in fact—was generally taken as a matter of course. Those educational relics, Dr. Watts' hymns or the secular rhymes of "the Daisy" or "the Cowslip" were addressed to youngsters whose tempers, greed, noise and general want of human experience were taken for granted.

Early piety and parental example were the only guiding lights in that primordial darkness, and "pretty behaviour" was firmly and sternly exacted in the presence of august grown-ups. The subsequent relapses, which were taken for granted, were decently hidden in remote nurseries separated by baize doors from the civilized parts of the household.

Then came the influence of the German school of educationists as exemplified by Pestalozzi and Froebel. A new cult of child study, child psychology, child nurture has grown up in our midst. It destroyed the old acceptance of the predominance of lower nature and its early manifestations, it brought about an advance in the care given to the environment of children, their food, their clothing, their bodily ease.

Their physical rights as individual persons were now recognised, and a dull and meagre diet was no longer considered necessary to keep their animal natures within bounds. Strange as it would seem to modern ears, one who was the son of a rich and famous man and a child before 1860 declared in the writer's hearing that he never tasted the flower of cauliflowers until he grew up—he was the youngest of the family, and was helped last!

The effect of this new regard for children showed itself in a hundred ways. Schools set to work to make lessons "interesting," often forgetting that life itself is of absorbing interest and apt to disdain artificial aids.

In the moral sphere of home life the new ideas were quietly effecting a revolution. Parents made their children their study, their playthings, and their contemporaries—not alas by expecting, as is done in the Latin civilization, that the children should try to live on their level while in their society, but by coming down and living on the level of "childhood" themselves.

Gone was the awe-inspiring dignity of the parent "trying to be an example," and instead was a grown-up thoroughly enjoying an hour or two of "atavism" amid the toys and noise forbidden in their own youth.

But the world is beginning to listen to an old gospel given forth again by Charlotte Mason of Ambleside, who reiterates in writings and educational work that "Children are Persons."

By "persons" were meant individuals with all the powers inherent in the race, combined with some peculiar gift of the Divine nature which makes each ego an instrument for its Master's use.

Families will regard children as replicas, and couple with "Uncle Thomas's nose" an expectation of Uncle Thomas's prodigality or some other non-physical trait. Many a life has been ruined because the expected virtues were absent or needed nurture.

Physical heredity is a fascinating study, but we see it working out chiefly on the bodily side of our natures, or in such gifts as the music of the Bach family, where bodily organs such as ear and hand have attained a perfection of training which science still hesitates to say definitely can be transmitted.

But the "person" seems to escape and elude those laws. Modern life accepts "personality" far too readily, for our fear of repressing "nature" has led to a fear of training and pruning any of our budding tendencies, and so what is amiss is far too often unrestrained, and we see the young people, at whom we level so many reproaches, unhappy because at the mercy of their own "chance desires" and growing away from their parents, who have ceased to be their "contemporaries" and playfellows instead of growing closer to them as they emerge into the experiences of adult life from a decent if secluded chrysalis of childhood.

When educated as "persons" children are always in touch with things achieved by men grown to their full powers. The best in literature, in art, in nature, in thought can alone give those inspiring ideas which we can receive in our early impressionable years of intuition and initiation to work out into some fresh gift to the world in our years of creation and realisation.

That is why educationists now begin to realise that the child has a right to think—to select and reject ideas as conveyed in great books, art, and music—to express the ideas thus conveyed fluently and openly and then to receive such guidance and teaching as their work and utterances show that their individual nature may need.

This to a certain extent reverses a good deal of school-room practice, but it does recognize the person of the teacher as well as of the child, in that it gives both parent and schoolmaster an invaluable knowledge of what is going on inside the child's head and of how this Tom or that Mary reacts to tales of heroism, beauties of poetry, wonders of nature, or the need for intense application.

The reading of whole books in their original literary language aids the growth of a true literary palate and a true literary digestion. The modern habit of retelling great books in so-called "simple" language for the children is greatly to be deprecated. It deceives the child as a person into the belief that he *has* read the book and met the mind of that other person the author, which he has not.

Thus instead of many lectures and talks stating dogmas and opinions for the child to accept on the authority of parent or teacher (which may thereby be strained or questioned) the child should give back to either the ideas it is forming for itself from the natural authorities which both will recognise as the original source of knowledge in the subject studied.

"I am a part of all that I have seen" is forever true, and we might add "have read, have said, have handled, have written"—and so it is that children so trained in countless homes and schools can now repeat as a recognition of their rights and powers as persons:—

"I am, I can, I ought, I will."

THE FOURTH YEAR IN TRAINING.

BY J. EDWARD MASON.

The summer months are times of strange goings and comings at our Universities and Training Colleges. Lecturers and tutors are busy saying good-bye to their old students, while Deans and Professors are eagerly sought by the faithful for testimonials and references. Or it may be Degree Day, and the fond parent is lovingly conducted round the venerable building where for three long years his youthful progeny has laboured in some branch of the Arts or Sciences. In any case it is the end of the academic year, but there are many of this year's graduates who will be here again next session; and this fourth year, probably their last at College, will be spent in preparing for the profession which they have chosen as a career.

Here they come, First and Second Class Honourmen, with their new hoods still on their shoulders; and for the first time we meet our students of next year, the young men and women whom it is our duty to turn into teachers in the short period of twelve months. How hopeful we all are—both the students themselves and the staff of the Training Department! We pride ourselves that we have the pick of the various Honours Schools of the University. And yet, long before next June we shall be wailing the usual song of disappointed hopes. These young people simply will not enthuse themselves in their new work.

To the fourth year students lectures appear more than usually boring, and discussion classes soon sink into the abysmal depths of unresponsiveness. The essays and the examination papers which these candidates for the diploma or certificate submit prove singularly lacking in verve and originality. They are not what one would expect to receive from young people just recently enlightened by an intensive course of study in the University. A minority, it is true, lose themselves for a time in their practical work, but even their energy is lagging before the end of the session. In short, our fourth year students in University Training Colleges are falling far short of what we should expect of them. Nor is this falling off apparent solely in their academic activities. The few enthusiasts in the social life of the College complain bitterly of the unresponsiveness of their fellows. "We have piped unto you, and ye have not danced." Athletics and social functions alike suffer deplorably through lack of sufficient interest among the students themselves. What then can be at fault? Why, in their fourth year, do these people who came up to the 'varsity so full of enthusiasm appear so content to fall into a dull mediocrity?

Four years appears a long time to look back upon, especially when it is remembered that the average undergraduate has already spent five or six years in a secondary school. But obviously four years is barely sufficient for an adequate professional training, while the Medical student does not appear to find even six years a dull business. Perhaps the difficulty lies in the fact that we are too willing to allow a marked division to be made between theory and practice. For three years the intending teacher is crammed, he is made master of his subject or branch of subjects, and in his fourth year we profess to show him how he in turn may pass on the knowledge which he has acquired. Some

Training Colleges are already recognizing the difficulty and are endeavouring to bring the first three years more into line with the professional course. It might even be possible to arrange the two sides of the work so that they might be studied concurrently. In the first three years the majority of students are subjected to such mental strain that there is little energy left to commence an entirely fresh subject during the fourth year. Moreover, while taking their academic course, these students acquire interests and friendships which leave them little or no time to undertake fresh social activities later on. We commence by separating our flocks, and the division is made roughly between the Arts people and the Science people. For three years these Education Students, who may be studying either Arts or Science, see very little of their friends in the other faculty, and yet, at the beginning of the fourth year we expect them to settle down again and work harmoniously together. The Training College must attract its students during their first year at College if it would eventually absorb the major part of their interests. Why then should the Training Department be content to wait until all the best energy has been sapped, until all new associations have been formed, before making its claim upon the individual? Train up a child in the ways it should go and it will not then readily depart from them is an axiom which applies to University students as well as to children.

Nor can it be denied that during these three or four years the individual has developed enormously. Often responsibilities and activities entirely extra mural are thrust upon the undergraduate, and as time elapses their hold upon him does not weaken. On the other hand it may be that we, the authorities, are to blame. Are we too eager to enlarge upon the new franchise of the graduate, and do we cast away the leading-strings too readily? Has he been in bondage so long that independence is disastrous, and must we insist with pristine exactness upon a rigid adherence to rules and regulations? One does not like to think that a University training has robbed these people of their initiative, and we are sadly at loss to account for the real cause of their apathy. But perhaps after all the reason lies neither here nor there. May it not be that we, as Training College teachers, have not that freedom at our disposal which is necessary to cope with these young people as they leave the University at the end of their respective courses of study? Are not the regulations under which these new graduates are to be trained based mainly upon the old syllabuses which the Board of Education has devised for the Certification of Elementary Teachers? But let us speak no ill of Cæsar here.

"LITTLE DUTCHY": NURSERY SONGS FROM HOLLAND. English Rhymes by Will Ransome. Musical Settings by Alex. de Jong. Pictures by Rie Cramer and others. (Geo. Harrap and Co. 7s. 6d.)

This happy book—for pictures, rhymes, and music alike are happy—is presented in the publishers' usual attractive manner, and will be found very useful in the nursery and for young children in the schools. The music is very simple, and the songs very short. It is equally suitable as a gift-book to little ones fond of lovely pictures and easy tunes. A.G.

LETTERS TO A YOUNG HEAD MASTER. SECOND SERIES.

BY T. AND B.

V.—BUSINESS HABITS AND TRAINING.

MY DEAR W.,

You have proved that your use of the word "disloyal" was entirely justified, and I offer you an apology, "not subjunctive and contingent but instant and absolute"—to use the phrase of an Irish M.P. in the House of Commons in those far-off days when Home Rule was hotly debated—for suspecting that you were speaking loosely. But I must be getting censorious, for there is an expression in your last letter also which perturbs me. Discussing the heavy strain of the end of the summer term you say: "But then I'm afraid I'm not as business-like as I ought to be." I have heard you say that before. You have not said it in the spirit in which I have heard some middle-class wives say "But then I can't cook a bit." These have said it with pride, no doubt with the idea in their snobbish little minds that there is something aristocratic in such hideous inefficiency. When I hear such an expression, the veneer of my civilization cracks, and I regret that wife-beating is no longer fashionable. But if you have not said it with pride, you have certainly said it with complacency. I am myself bound to say the same thing, but I regard it as a shameful confession. I want to convert your complacency into dissatisfaction at least.

For it is a question of efficiency. What is meant by "business-like." My dictionary says: "with proper accuracy, with attention to detail and with a careful adaptation of means to the end desired, such as is seen in men expert in business." A school is, *inter alia*, a business concern (a boarding-school very much so), and its head master is the managing director. *Qua* managing director, he ought to be as practical, methodical and systematic as possible. Really, what you say is "I'm afraid I'm not as efficient as I ought to be."

Look at the difference between a business-like and an unbusinesslike head master at that very important time, the beginning of the school-year! The unbusinesslike one has not settled the composition of the new forms. He has not definitely decided what masters are to take what subjects, or got his permanent time-table ready, so that he has to improvise a time-table from day to day. He has not obtained, or arranged that the boys shall obtain, according to the system in force at the school, the necessary books for their new work. The result is chaos on the first day, and a great waste of time for anything between a week and a fortnight. The businesslike head master gets the machine running sweetly—that is, I believe, the motorist's adverb—by the end of the first morning.

I cannot in a letter—even if I were competent—write a complete treatise on the head master as the "Compleat Business Man." But I want to refer to a few points. First of all, the school prospectus. I have repeatedly called attention to its importance from the legal point of view, inasmuch as it forms the basis of the contract between the parent and the school. It should, as I have emphasized before, make perfectly clear the points of discipline which are regarded as essential; it should also give a summary of the organization and particularly

of any alternative courses provided at any stage, and above all it should state exactly what payments have to be made. All the documents which go to the parent ought to be very carefully considered, not only the prospectus, but the form of application for admission, the terminal and any other report, etc. The terminal report should inform him how his son is progressing all round—not in the subjects of the curriculum only—and especially whether he is behind, abreast of, or ahead of, boys of his own age. It should reach the parent promptly—undue delay creates a bad impression. While I am on the question of parents, let me refer to two or three other little points. Their addresses should be kept up to date and accessible to all members of the staff. Parents should be satisfied that they are getting full value for the money which they pay for school caps, blazers, etc. Of minor grievances there is none which rankles more than that created by a cap which fades quickly or shrinks as the result of the first shower of rain. The school dinner, too, if you provide one, deserves your most anxious care in all its details. It is a tradition in many schools to "slang" the school dinner. Let the dinner be such that the parents can realize at once that their boys' witticisms about it are merely conventional.

I know that you agree with me that marks are necessary in, at any rate, the greater part of the school, and that their advantages outweigh their disadvantages. Let me emphasize the importance of an easy and simple system. Never mind if it is not absolutely just—be content with rough justice. I do not believe that if you laboured until Doomsday you could evolve an absolutely just system, and then it would be so elaborate that your masters would have no time for anything else.

Next, as to records and statistics. It is important to have adequate records of a boy's progress from term to term. Personally, I keep copies of all terminal reports—I should find myself in constant difficulties without them. The mention of statistics generally makes a head master see red. But some statistics he is bound to furnish, and as far as I am concerned, the demands of the Board of Education—except, perhaps, at a full inspection—and of the local authority are not excessive. Anyhow, inasmuch as some statistics have to be furnished it is just as well to arrange that their compilation shall be as little onerous as possible.

But because I am all for business-like methods I am dead against any over-elaboration. I know of many schools in which owing to the insistence of head masters who think themselves business-like but really are not, the energies of the staffs are disastrously diverted from their vital duties by intricate systems of marking, minute reports, involved forms. "O blind and wanting wit to choose who house the chaff and burn the grain," as William Watson says. The whole object of being business-like is to save time and energy and thought for the vital duties.

All the above considerations, of course, resemble the effort of the orator of whom one of his hearers, according to the late A. C. Benson, said that he had a

firm grasp of the obvious. But a firm grasp of the obvious is the beginning of all wisdom, and the letters we exchange are not theoretical musings on a pedagogic Utopia—to quote the late A. C. Benson again.

Is this rendering new to you? *Pax in bello*, freedom from indigestion.

Yours sincerely, T.

MY DEAR W.,

T.'s letters always make me feel as if I should like to take a term with him as an assistant master, then go on to X.'s ideal school, and finally come back and show them both how to do it. There ought to be a *training course for head masters*. I wonder no one has thought of it before. Apart from the real benefit of the course in inspiration and freshness, balance of curriculum, construction of time tables, school statistics, careers of pupils, relations with parents and colleagues, school dinners—there are plenty of highly technical subjects for most interesting discussions. Some years ago somebody suggested a holiday course for head mistresses in which marks were given for such subjects as frivolous conversation, acquaintance with modern fiction, and escape from routine. I remember it was suggested that breakfast was to be at a different hour each day so that the fetters of a domestic time-table might be broken. This was of course a holiday affair and, I believe, inspired by an assistant mistress who had been coerced into a so-called holiday course in phonetics or some such gaiety by her head. But the course I have in mind would be a real affair run in term time.

Let us take one subject for a little fuller discussion. How do your pupils find posts? What determines their future careers? Do you regard it as any part of your job to find places for them, or to suggest what they shall do for a living?

We all keep in touch with University, State, and Local Authorities' Scholarships—these give the school status and are public advertisements. But we should go further than this. We need to consider what the university course itself will lead to, and whether the pupils' gifts and character are such as to warrant him undertaking a university course at all.

Then, if we take a long view, we must try to discover what demand there is at present in the open market for particular university people. It is, I believe, a fact that dentists can always do well. Many of my boys who could not afford the longer medical course have taken up dental surgery and after leaving the university have set up in practice on a very small capital and done very well. It is an interesting fact that to a boy with really good mathematical ability electrical engineering at present is a most attractive profession. All the honours students in electrical engineering of a neighbouring university for several years past have been well placed in responsible posts. You ought to know this and advise accordingly. Again, natural sciences—botany and zoology—have most attractive openings in these days. Jobs on the Board of Agriculture and Fisheries, in the Indian Forests Department, in experimental farming, on the destruction of pests, are now much more numerous than are the openings for chemists or physicists. Of course outstanding ability in any department will make its own career, but where there is doubt and choice it

is just as well that a head master by keeping in touch with university colleagues should be able to give his pupils the most helpful advice.

The pupil's school record should, you will agree, be so kept that it may serve as a basis for the advice. There is need for considerable experiment in the correlation of school subjects. What subjects are so associated that success in one indicates the possibility of success in another? Is there any relation, for instance, between Latin and mathematics, or mathematics and music, at the school stage. Does the broad division of introvert and extravert hold good? Experimental psychology has a great field here. Can a boy be intellectual without being intelligent? What precisely are the gifts for a successful engineer, or doctor, or stock-broker? Can we detect him in embryo? The artist seems at an early stage to show unmistakable gifts. All the boys I have known who have had great ability in drawing, in design, in painting, have shown this quite clearly at an early age. But in other directions one remembers the parable of the Ugly Duckling of Hans Andersen. It is possible that some boys are labelled failures because the beginnings of their developments are unusual, awkward—"ugly" in fact—to the teacher who only knows the normal duckling and never guesses he has to deal with a potential swan.

Then a head master may get quite a lot of help from his friends in the city, the merchants, lawyers, stock-brokers, shipowners, all the people who employ his boys afterwards, if by any chance he has the opportunity of getting into touch with these people. A golf club gives rare opportunities to a head master of finding out what the man in the street thinks of modern education. School governors ought to pay a head master's subscription to a decent club so that he may be kept in touch with the world that he serves and with which he is so often unacquainted. But I am afraid of becoming lyrical if I once let golf into these letters. We must certainly put golf into the Head Masters' Training Course. How should the course start? I suppose by a dinner at the Carlton or the Ritz. I know quite a lot of people who would be interested in such a start. It should of course be officially blessed by the President of the Board of Education, the President of the Head Masters' Association, the Secretary of the Teachers Registration Council, the Dean of St. Paul's, and the pious-minded T.

And yours, etc., B.

London Salaries.

The London County Council has adopted the Burnham award as it stands so far as assistant teachers are concerned, but has departed from it somewhat in the case of its head teachers. The head teachers' scale adopted by the Council is "equivalent in cost" to the Burnham scale, but different in principle. The initial salary of a head teacher under the Burnham award is based on the minimum of the class teachers' scale, plus a class teacher's increment for every year of certificated service irrespective of the maximum of the class teachers' scale, plus the appropriate promotion increments; and the head teacher's annual increment is the same as that of the class teacher. The "equivalent" scale adopted by the Council limits the initial salary as regards years of certificated service to the maximum of the class teacher's scale, plus the appropriate promotion increments, but allows the head teachers an annual increment much larger than that of the class teacher. The Board of Education has been asked to agree but up to the present has not done so.

TEACHERS, TEACHING AND THAT SORT OF THING—AND THE LATE EVOLUTION-TRIAL DOWN TENNESSEE WAY.

We Have Heard a very Great Deal About the Law Teacher Scopes Braved to Break, but Learn Little of the Actual Teacher and Exactly WHAT He Taught That Fateful Day.

By FELIX J. KOCH.

The following article is printed as received, with the writer's headlines, in the hope that readers will find it of interest as a specimen of American journalism with sidelights on American education.—EDITOR.

Already there is decided talk of having every passenger train through the quiet Tennessee shire-town stop just long enough at Dayton so that every traveller aboard who has the mind at all may stroll to the court-house in which Teacher Scopes was tried, and to the school where Evolution, it's admitted, had been taught, quite contrary to the state law, and then may have a soda or a sundae, or a titbit otherwise, in Robinson's Drugstore, where the discussion that led to the most memorable trial-at-law growing out of things pedagogical of the age perhaps, began.

Dayton, Tenn., in other words, has already been transformed to a distinct place of tourist-pilgrimage, and sightseers from north and south and east and west are pouring in, to see what there may be to see, by motor-bus, private-car, wagon—some of them—and train.

Educators of every sort are, of course, many in these companies, and for them, most particularly, there is much to see and hear in the quiet upland town.

Visitors of their sort repair, almost all of them, always first to the big Rhea County School, where Evolution, it was proven, was taught by Mr. Scopes to those who chose to hear.

One finds the school-house a very modern type, located rather at the outskirts of town, in a broad open meadow, building an ideal recess-space, as it trends off and away toward the neighbor mountains. These mountains not only build a back-ground to the scene, but circle round until it would seem that school and town rest like a gem in one huge cup.

The building that forms the school itself then is a square,—a cubicle it is, very near,—built out of the familiar stock-brick of the Southern country-sides, with a wee bit of enclosed veranda of that brick at mid-or-center-front, and then a window to the neighbor rooms at either side.

On the upper floor of the cubicle three windows, of multipartite kinds, bespeak still other rooms. Through those windows the sun pours, unspoiled by city smoke, and the breeze bears no distracting sounds,—for, even in the busiest times, it's very quiet and peaceful here.

In the school-times, naturally, the doors are opened wide, and all who *will* may enter in.

Ever since the great trial at Dayton, though, souvenir-hunters have invaded the school-house, of all other places of town; and so,—out of teaching-hours,—the good authorities simply have *had* to lock all means of ingress here.

So,—instead of tarrying in the room where Teacher Scopes taught that class, and snapshotting his chair and his table, and some script of his on the wall, you must stay content to look through the window here at the stair, and in at a wall, of rather common-place boards, set on end, side by side, to support shelves with books and so on.

THAT, and a snap-shot or two of this high school in which Evolution was taught,—and sadly, but surely, you journey on!

A bit of a trail across the meadow suggested leads, city-ward more directly again, to the neat suburban home of one W. C. Bailey of Dayton, where Teacher Scopes, being a bachelor and alone here in Dayton, boards while the school-term is on.

It's a charming rustic home that, with big porches, for sitting to mark papers on, and a most inviting garden beyond.

Once on a time you'd have been welcome to slip in and see the room where Scopes pondered if to teach the subject or not,—but no more. A penny-mongering out-of-town paper, at the heart of the trial time, for no reason whatever except that, very probably, the reporter had not troubled to come see, cast all sorts of untrue aspersions on the tidiness of the place.

Naturally, the good owners are exceedingly angry; they have closed all their doors to the uninvited caller; and all you may hope to see of Mr. Scopes' home here is what you can glimpse from some vantage-point in the road.

Here, there, the otherwheres, Dayton, the environs around about, you will fall in with pupils who were in the notable class.

Parents of these, in their gardens around about, chat with you willingly of the affair.

Practically every child in the school,—thus one father told us,—either heard directly or from members of the actual class in case, what Scopes taught at the time,—but it was so simple, so almost self-evident, so generally accepted a truism around about, that not a single one of them paid any exceptional attention to it.

Mr. Scopes, in other words, might have gone on teaching what he did,—as he did,—but for the argument between himself and his good friend Rappolyea, at Robinson's Drugstore some time after, and the agreeing by Scopes to plead guilty to the charge, that all might see what would come of a test-case.

Not a pupil,—nor a parent,—mark that, please,—objected.

In the words of one grown-up there,—if his children even had mentioned being taught what was taught,—it 'went in his one ear, and squarely out the next.'

Most of the pupils who heard; or,—if not having heard,—were told exact facts by those who *did* hear,—side squarely with the much-liked master.

Thus you may fall in,—as did we,—with W. Harold Ferguson on your way.

Ferguson took science and agriculture to Mr. Scopes, though not in the class taught evolution. He knows the facts, he admits; but:—

"I ain't goin' te say nothing of it!" he very emphatically avers.

Loitering Dayton,—sightseeing the court-house where the trial was run,—and the drugstore where the discussion, now historical, began, and where, incidentally, school-books and stationery are sold the year around,—you grow thirsty and find in that the subterfuge to meet another of the worth-while pupils of the school.

Down street a bit is Fisher's Soda-Parlor,—here, in the vacation and after school hours, Ross Cunningham, aged fifteen, lends a server's hand.

Again and again, till he all but knows the story by rote to-day, he gives visitors pressing him for the tale *his* version of the affair.

"Yes," he admits, modestly, while he pours a nectar-soda or completes a sundae, "I was in the class when Mr. Scopes taught Evolution.

"It happened about the first of April, 'near as I could say.

"The lesson went on pretty much as any other lesson would there.

"When school 'takes up,' an electric-bell rings, and if the teacher isn't already there, he goes in to his room.

"Then the students come in and take their places.

"Mr. Scopes usually lectures, first thing of all. He lectures from a book, as a rule; uses the book, that is, as a guide.

"By and by, that given day, he was starting in on Evolution.

"As near as the most of us remember now what he said, it was this:—

"That scientists now believe that Man has come from a lower class of animals,—and that, he, too, started from a one-cell animal.

"It was all so matter-of-fact that, when he was through, there was no discussion at all.

"I suppose he spoke forty minutes on Evolution, and he made it so clear that not a question was asked."

Neither cuts, black-board illustrations, lay figures, or devices of any other sort were employed to drive the basic facts of the theory home,—your informant states.

There were eighteen or twenty pupils present at class,—four of them girls; the rest, boys.

The class was a section of the first year of high-school grade; the actual lesson a part of its general science course.

School opens in August, and extends to the end of April. As result, Evolution was reached at almost the end of the actual teaching-year.

Ordinarily, through the year,—Cunningham relates,—pupils take notes on the teachers' lectures.

Come to the discussion of Evolution the advance from point to point was so logical and obvious,—and the facts given seemed so matter-of-fact to all listeners,—that, so far as young Cunningham has found, not a single note was taken of it by any pupil there. Where notes *are* imperative, Scopes,—it seems,—either mentions this or emphasizes the point; here he did not stress what was said, and so,—as stated,—no notes were made at all!

Nor did Mr. Scopes refer to the subject at examination time by asking any question bearing at all on the theme.

"The real discussion,—the 'argument,' we call it down here," Cunningham asserts to all who ask, "began only in the drugstore, the evening of May 5, 1925, when Mr. Scopes and Rappolyea and druggist Robinson, when

chancing near, fell into a discussion of their own regarding Evolution.

"From Evolution to the law forbidding teaching it, and then wondering just what would occur did some one plead guilty publicly to having disobeyed that law, was no far cry in the discussion there.

"Reaching that point, that eventful evening, some-one mentioned having seen in some paper that the American Civil Liberties Union stood ready to finance a test case dealing with this specific law.

"They quizzed Mr. Scopes then and he said, very frankly, that he had discussed,—*taught*, if you please,—Evolution in the biology-class at school.

"They persuaded him to agree to be made the accused in a test case,—and the whole world, by now, knows the rest!"

There is no daily, or other, regular reading of the Bible in the schools of Dayton.

Mr. Scopes' pupils, as a body, took,—or will take,—no action on the case, Cunningham states.

These things in mind, you sally forth once more to see what may be still to see of Dayton.

The waning sun steals low on neighbor window-panes and you suspect it's entering the big court-room now, and will permit of extra-clear, sharp snapshots there.

So you retrieve, and climb the steps, and are back in the court once more.

Off in a quiet sector, just outside the rail before the bench, broad tables stand.

At one of these,—luck favouring,—you will come upon a very youngish, very friendly,—slightly Scotch, or is it Irish, you would say,—not over full-size gentleman.

He will be bending far down, 'cross the desk, his head almost on his crossed hands, as his arms rest upon the boarding top, to escape the passers' eye.

You hardly need a second glance, so often have you seen that face, of late, on printed page or screen:—

It's Teacher Scopes himself,—stolen away here, to escape,—he's hoped against all hope,—the curious, hero-worshipping crowds that dog his every step!

Modestly, but squarely, where you insist,—for Teacher Scopes believes that all facts touching at all on himself, as part and parcel of the Trial,—belong both to our time and history,—he tell you his own story:—

Teacher John Scopes, as he is very generally known now, the big State across, went to school himself at Paducah, Kentucky.

For two years he attended the graded Washington School there.

Then he attended another typical graded Kentucky school; but of all the school-days at both there is nothing he recalls at all notable or out-the-ordinary, for telling.

Removing to Danville, Ill., he went for a year to the grammar-school there. At Danville, too, he had his first year of high school.

Continuing his meanderings, he went to Salem, Illinois; there his last three years of high school were spent.

Scopes took a year of work at the University of Illinois—three at the University of Kentucky,—graduating from this latter just the year before the trial, with Bachelor of Arts degree.

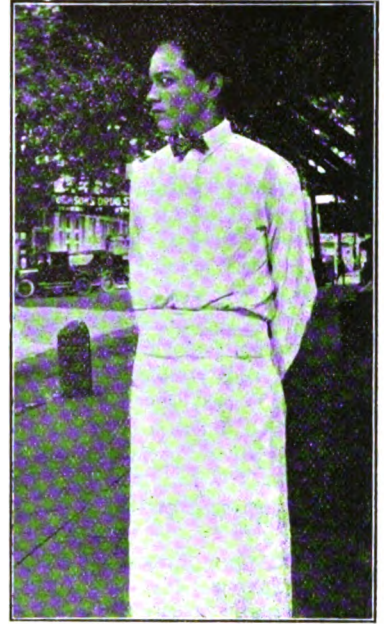
Contrary to reports, Mr. Scopes did no teaching,—for practise, or for reason of fees,—while at college. Toward



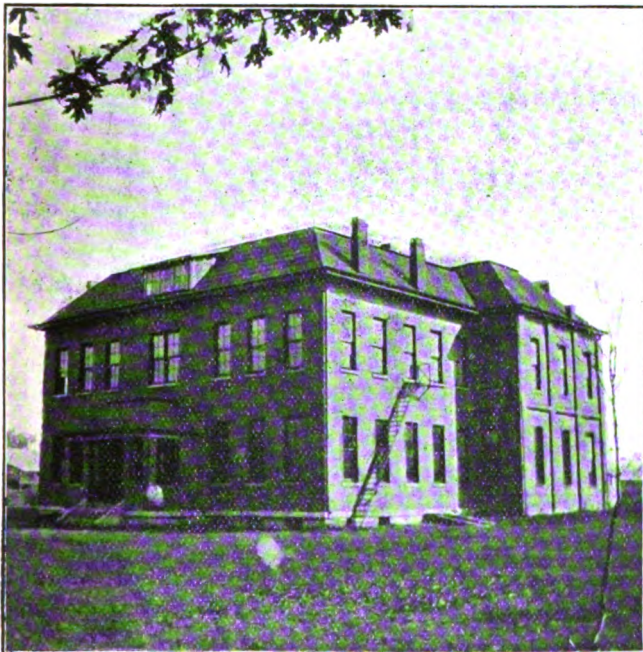
W. Harold Ferguson.



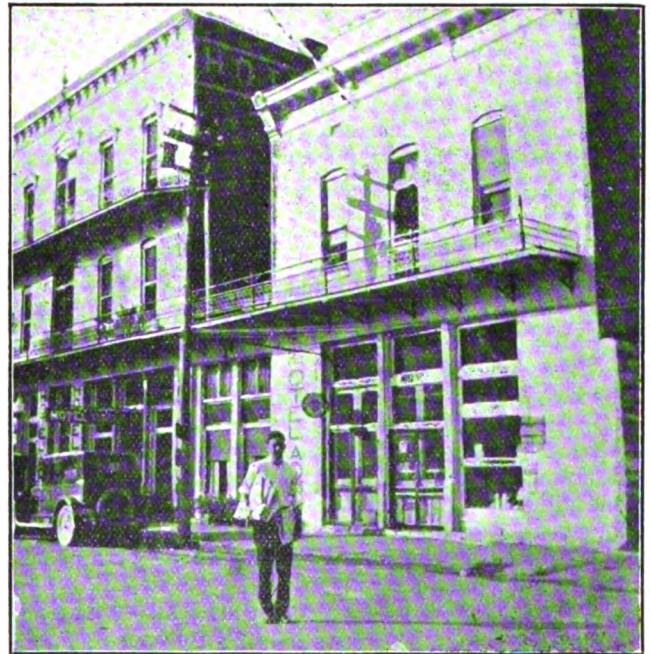
Mr. Scopes in Court.



Ross Cunningham.



The School at Dayton.



The Drug Store selling School Books.

the end he carried about eighteen hours of work, principally in the educational field, there at the University of Kentucky; and these, and the outside reading they required, consumed substantially all available time.

Mr. Scopes,—it is interesting to the teacher to remark, studied Educational Psychology under Prof. Noe, head of the Department of Education there; and was in two classes under McHenry Rhodes.

Scopes was far from well through the summer succeeding graduation, and gave most the time to convalescing, and then to resting up.

Finally, through the efforts of a teachers' agency, he received the position he holds here.

Scopes is employed to 'teach all science offered in the high school,' and this implies, distinctly, 'chemistry, physics, biology, and then other general science.'

The genial young teacher, with the very reddish face, well befreckled, the soft light hair, and the head rising alert from a soft collar, graced with bow-tie where it joins the inevitable white shirt below, quickly made many friends among the pupils. Wherever you saw the Scopes straw-hat, you might be sure there were of his students near!

Mr. Scopes arranged his course so that students would get 'general science'—meaning a smattering of most of the pertinent fields,—in the first year of high school, so that these facts might be left with those not going on in the school.

Biology was offered the second year folk; chemistry came third year; physics the fourth. With each year, however, it simply must be that there were endless touchings on the branches of the years to follow, or come before. Particularly since this type work was new here at Dayton, Scopes found that advanced grade pupils must get touches of things given lower grades, too, in course.

Classes, with each 'year,' averaged fifteen to twenty-five pupils, the most of these always boys. The school has no laboratories at all, to speak of, especially when compared with 'labs.' of city schools.

School-hours here in Rhea County range eight-thirty to three-thirty; with half an hour recess at noon.

School-year, as already stated, extends from August to May.

"When it came to my method for teaching the sciences," Mr. Scopes answered the direct question put to him by us in the court-room one day in the Trial-time, "I found that the conversational method would prove the all-round best one.

"The field involved in each branch was altogether too large to plan and then adhere to outlines.

"The best one might do was to plan a stated lesson. General science was the combined course taught, and so, rambling out of the direct field of the science of one year, one still remained well within the bounds of the prescribed four-year course."

We asked him exactly how and when he approached the forbidden subject, Evolution.

"My text-book for that class," he answered without hesitation, for he is often asked this question, "was a familiar one, in a very well-known series (Ed.—*Animal Series*) for the schools.

"Evolution was the natural theme to approach in the ending of that book.

"Discussing the animal kingdom as a great series of progressions,—as we naturally did, to take the various forms in their logical orders,—it became patent that we had touched on animal-evolution practically every day. This binding form to form below,—this marking a gradual ascent in the forms,—was the long, connecting link,—the chain,—throughout the course; and it became manifest that it was the *one* thing, more than all the rest, the students kept interested in.

"I have always had a keen interest myself in tracing this advance,—this evolution,—if you please.

"Perhaps my own keen interest there is contagious to a class,—I am so interested in the theme, I win my pupils to a like interest in it somehow.

"From those animal forms it was but natural that the last step concerned Man,—the supreme living thing.

"In the text-book there is practically nothing said about human evolution,—evolution into the human!"

Doubtless text-book editors and compilers preferred to omit what might prove a fire-brand.

"So,—well—I 'taught Evolution.'"

Scopes does not say exactly what he *did* teach.

What it was,—just what it left ON the minds of pupils hearing (which becomes the important matter), has already been given from pupils interviewed.

"Certain it is," Mr. Scopes states firmly, "that the children,—parents to whom the thing may have been mentioned at all,—would have made no moves had we grown-ups, outside school, not started the discussion at the drug-store! It was this that really started the lowly fires out of which there burst the world-around flames!"

Mr. Scopes is only twenty-four now.

He holds his position at the school,—there is a county and a city school both, here at Dayton,—under the principal of the institution; who, in turn, is subject to the county superintendent of the schools.

The institution is rated a very modern one among city schools of the norther South.

But for the big trial at law, you, who meet Scopes, might never remember him, out of a conclave of teachers, except as a very pleasant, genial, all-round agreeable young chap.

He is the sort of a young pedagogue whose hat the older boys might hide and work upon, 'first day such teacher came to Dayton school, to see just how he'd take it,' and who,—standing for the half-boyish, senseless prank that time,—would win them, friends for aye. Somehow,—just *why*, nobody knows,—Scopes escaped this usual 'hazing.'

You would never single him out as the sort of man who,—even in far maturer years,—would set the world aflame.

And yet, even now half the world is travelling Daytonward, and to the school-room there, in pilgrimage, and ten-thousand years and more from now students of civil and religious liberty,—of the fight for freedom to *teach* convictions in the schools,—will stand amazed at what Scopes did, this brief while past, to set the globe a'thought, indeed, if not, perhaps, in flame!

The last Certificate Examination for acting-teachers in elementary schools will be held on November 22nd, 1926, and the four following days. Copies of the syllabus and the accompanying regulations can be had from H.M. Stationery Office, Adastral House, Kingsway, W.C.2, price 3½d. by post.

EDUCATION ABROAD.

CHINESE EDUCATION AND THE BRITISH BOXER INDEMNITY FUND.

By B. IFOR EVANS, *Holder of the Kahn Travelling Fellowship, 1924-5.*

The development of Chinese education has become a topical question since the appointment by Parliament of a Special Committee to investigate how the British Boxer Indemnity Fund may best be spent. The essentials of the position are that Great Britain has at her disposal a sum of about £400,000 a year for twenty-three years which she will spend in China on educational or other purposes. In many quarters it is still believed that by the expenditure of this money, in some form or another in China, we shall tend to cement Anglo-Chinese friendship, and even arouse in the Chinese a sense of indebtedness. Nothing could be further removed from the facts. Certainly it is true that when the Americans decided to spend a quatum of their indemnity fund on Chinese education, the Chinese were enthusiastically grateful. The Americans, however, acted quickly and without precedent. We, on the contrary, have had such prolonged discussions as to the form of our gift that the Chinese have grown weary of the whole affair. The Chinese have long ago grown to consider the money as their right and to feel annoyance that its distribution should be so long delayed. While I register this mood in the mind of intellectual China, I do not wish to under-estimate the importance of spending the Boxer Indemnity Fund in the manner most suited to the welfare of the Chinese people.

The proposals for the expenditure of the money come under two main divisions. First, there are those who think that, at the moment, the money would best be spent in projects other than educational. There have been many exponents of this belief. Perhaps the ablest is Mr. H. G. W. Woodhead, the editor of the *Peking and Tientsin Times*, and the proprietor of the *China Year Book*. The main proposal, apart from famine relief and irrigation plans, is that a sum should be expended upon the completion of the Canton-Hankow Railway.

Ten years ago possibly every educationist in China would have opposed the expenditure of the fund on these purposes. To-day the position has changed. Such are the rivalries of the various educational interests, and so difficult to manipulate is the developing mind of the Chinese student, that many educationists of standing in China to-day, both Chinese and foreigners, think that some such project as the Canton-Hankow Railway Scheme would be infinitely preferable to many of the educational projects which are now being suggested. Let me put two striking opinions, from very different sources, side by side. First in Peking, I met Professor Hu Shih, the Professor of Philosophy at the National University, and the acknowledged leader of Young China's intellectuals. "I would much prefer," he said, "to see this money go into the projected railway scheme than to see it wasted on mission colleges and other institutions in which foreign influence predominates." Secondly, I have the opinion of Dr. Lavington Hart, a well-known authority on China, and the Principal of one of the few purely British Universities in China, the Tientsin Christian College. "I would certainly think that more good would come to China if this money were

spent on improvement and irrigation schemes than if it were wasted on some of the educational schemes which are being projected."

Why is there this difference of opinion in the educational camp? To be brief, the Chinese wish the money to be spent in purely Chinese institutions or in the construction of a somewhat grandiose library or museum at Peking. Their slogan is that the money should be spent on higher education uncontaminated with foreign influence. The British mission institutes in China raise objection to this demand. They suggest that some co-operation scheme should be introduced and that this could best be done by strengthening the British mission schools and colleges which already exist. A few years ago the missionaries would have spoken with a very certain voice in making this demand. To-day they are more dubious; Chinese youth has shown itself so restless under the instruction of foreign Christian teachers that the whole missionary movement in China is being forced to reconsider its position. In 1921 Dr. Paul Monroe went to China at the invitation of the National Association for the Advancement of Learning to investigate the whole question. His conclusion was that Chinese national education would lose a valuable stimulus by the elimination of private, or mission, schools*

It is probably this lack of unity of purpose between the missionary forces in China and the national educational forces which has led Dr. R. P. Scott to suggest a scheme by which the British might assist the Chinese in the development of their own higher education system. Dr. Scott has outlined his plans in *The Empire Review* of November, 1924, and in *The Contemporary Review* of February, 1925. Dr. Scott's scheme is a form of education dyarchy in which British and Chinese will have an equal share in committees for the administration of higher education throughout China. Such a scheme is undoubtedly attractive from a British point of view, but what will the Chinese have to say to such a degree of penetration into the educational machinery of their country? Dr. Scott believes that the scheme will work without friction and has quoted a letter from his friend, Dr. Chang Mon-lin, in which it is suggested that the Chinese would be prepared to work such a plan. I can only say that wherever I met a foreign or Chinese educationist in China, I met one, who, whatever might be his opinion of the desirability of Dr. Scott's schemes, opposed them emphatically on practical grounds. China does not wish a Western stranglehold upon its educational system. When Dr. Scott writes of China "recapturing her old ideals and acquiring that self-discipline which underlies our public school tradition," he speaks with a tone of insistence and reprimand which those closely in touch with Chinese education have found to be of little assistance in dealing with the Young China of to-day.

* For a full treatment see "The Place of Private Schools in a National System of Education."—*China Christian Educational Association*. Bulletin No. 5.

What, then, is the possible future of Chinese education? The American mission schools and the American projects for educating Chinese students in America have created in China an exact replica of the position at which we have arrived, after a longer period of time, in India. In my article in the May number of the EDUCATION OUTLOOK I showed how the British authorities in India had realized that the policy of concentration upon higher education, to the neglect of the fight against illiteracy among the masses, led to insubordination and revolution. The Americans with all the best will in the world have created in China an autocracy of the educated, an oligarchy of the literate. The student bodies in the big cities in China are the source of much of the present unrest, and the students are often the leaders in rioting and in anti-foreign demonstrations. American educationists in China are prepared for a very great part to agree with the presentation of educational conditions which I have outlined. They have learnt that the Chinese student absorbs English not because he believes in Western culture, but because English is a useful language commercially. While he hates foreigners, he is prepared to go to foreign schools to gain scientific and mathematical knowledge.

Despite the facts which I have outlined, the position in China is not as difficult as our own India problem, and this for two reasons. In the first place, the Chinese illiterate, unlike the Indian peasant, is eager to learn. Secondly, the educated Chinese, selfish though they may be, are prepared to give much of their time to educate the illiterates. The proof of both these statements lies in the results obtained by the National Association of the Mass Education Movement under the presidency of Dr. Y. C. James Yen. Even Mr. Woodhouse, who cannot be described as an optimist in the discussion of Chinese educational possibilities, has paid his tribute to this movement* Dr. Yen and his associates worked for some time to discover the thousand characters† in the Chinese language which might most usefully be learnt. These they teach by simple direct methods to illiterates, and in them they produce interesting newspapers and a suitable literature. Not only is Dr. Yen's method interesting, but his results have been remarkably successful. In Changsha, the capital of Hunan Province, and in Chefoo, the campaign for literacy has been marked with equal success. Dr. Yen has proved that the Chinese peasantry do want to become literate if the means are offered them.

What is our aim as a British people in China? Is it the temporary success or the ephemeral profit of some merchants or group of merchants? Or do we want to gain the confidence not so much of China's intellectuals but of China's vast peasant mass? It may seem absurd to add still one more scheme to all those which have been suggested for the expenditure of the Boxer Funds, but do not all the lessons we have learnt from Egypt and India show us that the wisest plan for the welfare of China and of ourselves would be to support this movement, or some combination of movements, for the abolition of illiteracy.

* *China Year Book*, 1924, p. 238. *et seq.*

† Five thousand characters are necessary to read an ordinary newspaper.

GLEANINGS.

How to apply for a Post.

We have received the following from a valued correspondent, who sends it as an example of native "literacy."

"Most honored Sir—

Understanding that there are several hands wanted in your department, I beg to offer my hand. As to my adjustments, I appeared for the matric examinations at October, but failed, the reason for which I shall describe. To begin with my writing was illegible, this was due to ultimate reason, for I having come from a warm in a cold climate found my fingers stiff and very disobedient to my wishes. Further I have received a great shock to my mental system in the shape of death of my old fond brother. Besides, most honored sir, I beg to state that I am in very uncomfortable circumstances, being the sole means of support of my only fond brother's seven issues, consisting of three adults and four adultresses, the latter being the bane of my existence, owing to my having to support two of my own wives as well as their issues, of which by God's misfortune, the feminine gender predominates. If by wonderful fortune, these lines met with your benign kindness and favorable turn of mind, I the poor menial shall ever pray for the long life and prosperity as well as your honour's posthumous olive branches."

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

Salaries in 1850 (from a Letter to the Editor).

"There are various rates of salaries now given to School-Assistants, from a nominal one, up to £80; and I believe I shall be fully borne out in stating that, were the average taken of monies paid to *gentlemen* in the private schools of this country, it would be close upon £30 per annum. Many think this an extravagant salary to give. I was shown a letter from an individual to an Assistant, as follows: 'Mr. X begs to inform Mr. Y. that he never thinks of giving an Assistant more than twenty-five pounds per annum. Z., June, 1850.'"

A SYSTEM OF PHYSICAL CHEMISTRY, Vol. II: Thermodynamics: by W. C. McLewis, M.A., D.Sc. (London) Longmans, Green and Co., 1925. Pp. 489. 15s. net.)

The fact that this is the fourth edition of Vol. II of Prof. McLewis's well-known books on Physical Chemistry is sufficient evidence of its worth, without much further comment being necessary. As is usual with the various new editions, short accounts of the more recent investigations on the applications of thermodynamics to chemistry have been introduced, chief among which are those dealing with the thermodynamic concept of "activity," especially in relation to solutions; with the interionic attraction theory of strong electrolytes; and with the application of the Donnan equilibrium to proteins. One criticism may be made, namely, that when new matter is introduced care should be taken, at the same time, to eliminate old matter about which there is any doubt. For example, no one has been able to repeat the experiments of Luther in 1899, according to which the action of light on silver chloride gives rise to the formation of a subhalide, and this idea is now generally discredited. Nevertheless, Luther's results are given without any comment. After perusing such books as the present one, the temptation arises to ask the question: Is not the reader who is master of all therein contained more of a physicist than a chemist? The correct answer to this would almost seem to be. Yes!

T.P.S.

SCHOOLCRAFT.

SCHOOLS AND ADVERTISERS.

By H. WATSON, B.Sc. (Econ.), *Commercial Master, Hornsey County School.*

The constant broadening of the base of education through the extension of the curriculum has brought the school so closely into touch with the outer world that advertisers have begun to consider its possibilities from their point of view. In consequence of the development of the modern side of the secondary school and the abandonment of the Three R's as the limit of elementary education, the work of the teacher now concerns more or less almost every aspect of commerce, industry, and invention, and the modern schoolboy usually knows considerably more of the working of a motor than of the chemistry of a candle or the sins of the Stuarts. The school therefore provides the advertiser with an ideal field, since the interest which he must generally work hard to arouse is already fully awakened. The advertiser has merely to direct it.

Many means are adopted to do this. Competitions for school-children are arranged, some offering prizes for skill in the essay, others affording scope to artistic or technical ability, through the designing of a poster or the taking of a photograph. Teachers are encouraged to bring parties to visit works, so that the pupils may see for themselves how things are done on a large scale. Many firms have prepared attractive pamphlets which treat interestingly of some part of the school work. For instance, just recently a company manufacturing dentifrice has broadcast copies of a booklet concerning the teeth which just fits in with the hygiene lessons given to lower forms. Other firms make gifts to schools of a selection of their goods, such as wireless valves, fountain pens and cameras, the method of award being left to the discretion of the head master. In the case of office machinery, schools are supplied with models for instructional purposes at about half-price. Opportunities are sought to demonstrate the machines to senior students either at the school or at the show-rooms. When trade exhibitions are held, students are invited to attend. Most of the advertising intended to appeal through the school is in quite good taste, and the attempt is made to awaken a permanent interest, and thus educate a future market.

What is to be the head master's attitude to the advertiser? It is an important question, and is likely to become more important as advertisers enlist further the services of trained psychologists and through national societies and international congresses work more in harmony. A negative policy is obviously out of the question. Advertising has already gone far beyond the stage where it may be dismissed with a shrug as a mere vulgarity, if not a thing unclean. It is to-day among the most potent educative forces, if indeed it is not the most potent, predominant in the life of the adult and persistent in the life of the pupil. The school master cannot ignore advertising; to resist it would be futile; if he is wise, he will deliberately seek to co-operate with advertisers, and lend his influence in the direction he approves.

This he may do by drawing attention to noteworthy advertisements, either by mentioning them at assembly or in the individual class-rooms. He can refer to com-

petitions which have been arranged for school children or special pamphlets which are available, and may encourage scholars to bring to the school advertising matter which appeals to them. A form library of advertisements is very valuable and is usually very entertaining. Lessons on every-day science become much more realistic if visits are undertaken to local works such as large bakeries, up-to-date dairies supplying pasteurized milk, biscuit factories or engineering shops. It will be found that most firms encourage such visits on account of the permanent associations they create.

Before co-operating with any advertiser the head master should of course ensure that the goods in question are really commendable, and that the conditions under which they are produced are reasonably good. Many advertisements have some bearing on politics. Such are the competitions organised by the League of Nations and by the League of Empire and many newspaper competitions. They are not necessarily on that account beyond the head master's notice. Ultimately, of course, it is impossible entirely to divest one's teaching of political implications.

One form of advertising, that of charitable appeals, demands special consideration from the schoolmaster. Unfortunately, since the war, the world-wide economic disorganisation has increased the number of praiseworthy charities to an alarming degree. Almost every day the post brings to most head masters some fresh request for help. Some heads consign these at once to the waste-paper basket—an easy solution, but of doubtful wisdom. A genuine charitable appeal is much more than a call to our sentiment: it is an expression of important economic geographic and historical fact, and hence provides a valuable means whereby the student may be introduced to the wider problems of life, and the questions he will afterwards have to consider. Any head master who is content to ignore these matters certainly interprets education very narrowly. On the other hand, it is impracticable to notice every appeal. One very successful head master has conceived the plan of a Charities Committee, elected from among the upper school. He is chairman of the committee. All appeals which he considers are at all worthy of notice are referred to the committee, which then decides if they shall be recommended to the general body of the school for support. The scholars thus develop a very desirable sense of responsibility and of discrimination, and valuable social work is undertaken with beneficial results.

BIOLOGY AND HUMAN LIFE: by B. C. Gruenberg. (Ginn and Co. 7s. 6d. net.)

Books dealing with the more general aspects of the sciences are always useful. Our only criticism is that so often they contain much that is already known. This work contains, however, a very good selection of valuable material which will appeal to most school children. There is a danger of biology becoming formalized and this type of book should do much to avoid that danger. We hope pupils will be encouraged to read other books upon the more general aspects, for no book should be used exclusively. In conclusion it must be noted that there are many valuable illustrations.

J. R.

THE BEGINNINGS OF READING.

BY MARCELLA WHITAKER.

In order that small children may realize the close connection between the spoken and the printed word, it pays to devote frequent short periods to obeying printed commands.

These can often be introduced incidentally in connection with other parts of the school work, as soon as the idea of the thing is grasped; but at first definite teaching is necessary. One might think that any child who had begun to learn to read would easily translate "walk to the door," or "get a pen," into appropriate action. In practice this is far more difficult than one would believe possible, even where children have been trained along modern lines.

They will stare at the words, they will build them up, they will read the sentences, but when it comes to performing the actions without first reading the words aloud, then the obstacles seem insuperable.

"Do what it says," the teacher cries. The children gaze at her wistfully, as though her lips would translate the commands.

Some children begin to read the words aloud, in a bewildered way, till at last some bright child realizes how easy it really is to do what the words say instead of reading them aloud.

When once the child grasps the meaning of this work he is well on the way to real reading, as Madame Montessori proved. She introduced this type of work because she found that some children would read eagerly enough without attaching meaning to what they read. This may appear strange to us, perhaps, but still some children do so. The mechanical act of reading seems to satisfy them, and of course this meaningless reading leads nowhere.

"Now the blackboard is going to talk to you," the teacher may say by way of introduction. Whereupon the tiny children smile, probably thinking that here is a fairy story translated into modern life—as indeed it is, did we but understand the wonder of this reading aright.

"I cannot hear it," one child may say. Then the teacher will explain how she has heard news from a friend at a distance only that morning, or how the newspaper has told her of the happenings elsewhere. "Like magic," a child will say; and all smile eagerly and wait expectantly for what is to follow.

Some very simple command will form an introduction—some command simple enough in itself, though not necessarily couched in words of three letters.

"Please stand" is a good one to begin with. The "please" should be introduced wherever possible, as it helps the children to speak courteously when they voice their requests.

Blankly the children stare at the blackboard, but are at a loss to know what to do next. As soon as they have grasped the idea, then other commands follow rapidly, and the game becomes a favourite.

When lessons are to be changed, or when it is time to prepare to go home, then the blackboard can be used; and soon, vary the wording as one will, vary the order of the commands as one will, the class will respond at

once, and the few minutes spent thus, though not counted as "reading," will have lasting results, because they will make reading so much more purposeful.

"Please put your things away"; "Stand out"; "Let us sing grace"; "Now walk into the cloakroom"; all these and dozens of similar commands can all be read attentively by the tiniest children if only the teacher will take a little trouble.

Sometimes one will vary the wording so as to "catch" the less observant, and will write "Stand on your heads," or "Stand on the desks," instead of "Stand by the desks." The resulting laugh is good for everybody, and is one help to careful reading.

At a later stage a child, by way of reward, perhaps, may print the commands which his fellows have to obey; or one child may print commands for his neighbour. Or the class might think it fun if everyone were to "sew up" their mouths for a quarter of an hour and use written words instead of spoken ones when making communications.

"Please may I have a pen?" one child asks; whereupon all the others smile and touch their lips, while the speaker blushes angrily at his own forgetfulness. These dodges, babyish as they sound, are not altogether out of place, even in the lower standards as well as in the Infants' School, and they are the direct forerunners of the exercises on carrying out printed instructions which are so necessary nowadays.

Quite an important part of modern civilized life depends upon the ability to carry out such instructions we are always having to obey in that way, whether we are using a new article, travelling, or entering a competition. As soon as one can obey these instructions easily forms cease to terrify, and one of the horrors of life for the uneducated is destroyed.

There is no sign that we shall be able to live without filling in forms for a long time to come yet; rather do they seem to multiply; so if we can teach the children to treat them correctly without worry we shall have done well.

Even quite small children can learn, after obeying blackboard commands as we suggest, to fill in simple details where necessary. Standard II children can quite well fill in forms inviting parents to visit the school, or asking for details in connection with the medical inspection, if taught to do so; and where this kind of thing is concerned they cannot begin too early.

No doubt the time will come when simple forms will be provided for early practice in this kind of work; for, after all, a man or woman often finds it more necessary to be able to fill in forms and obey printed commands than to write an essay; and yet few can do these simple things easily and well.

DRILL GAMES FOR LITTLE ONES. Words by Lucy M. Sidnell. Music by Annie M. Gibbon. (McDougall and Co. 3s.)

This book combines, in the form of song and movement, physical training and music. The exercises are based on the codal requirements, and the tunes are pleasing and rhythmic, thus assisting in the regular action required in such work. Children using such a book cannot but be interested in their drill and aided in their natural instinct for rhythmic movement.

A.G.

THE RELIGIOUS DIFFICULTY IN SCHOOLS?

BY F. H. WILTSHIRE.

The above question is again cropping up at ruri-decanal meetings, Church of England councils, and in religious and other journals, seemingly with the hope that a Conservative Government may lend a willing ear to arguments in favour of alteration in the present system of religious instruction in the people's schools.

It may clear the ground somewhat if it is pointed out that the question is scarcely ever raised in the public and secondary schools or colleges, but only in the so-called elementary schools. Over-zealous clerics, certainly not laymen or women, seem to desire to upset the Cowper-Temple clause, which hangs so prominently in all primary schools.

It may be worth while to examine this question from the standpoint of the Church of England as well as of the Roman Catholics, Free Churches, and Jews.

The old ideal of "right of entry" into the schools is nearly dead. In country schools it is impossible, as the vicar or curate is the only available teacher of Church of England tenets, Free Church ministers having to serve, perhaps, a score of villages with very scattered members, yet, if this plan were adopted, they would have an undoubted right to visit the schools once or more each week to talk to classes of children varying in age from five to fourteen years. How much real instruction in religious creeds the most enthusiastic Free Churchman could give in an hour's lesson, readers will appreciate. No doubt, in the majority of village schools, outside the industrial districts, the majority of the children would be claimed by the Church of England, but the difficulty of adequate teaching to children of all ages in one group would be immense, if not insuperable.

In the schools of the cities and bigger towns, the plan of right-of-entry would provide a ludicrous sight. To provide a separate room for the teacher of each creed, Church of England, Methodist, Baptist, Presbyterian, Wesleyan, Catholics, Salvation Army, Congregationalists and Jews, would be impossible, except in a few of the largest schools, and one can imagine what would happen if a Jewish and Catholic minister found themselves teaching in the same room.

In the larger towns the Roman Catholics have made strenuous and successful efforts to retain their own schools, taught by their own teachers. This has been a heavy burden to them, although much lightened by the Act of 1902. If the Catholics can carry this financial load, surely the rich Church of England members and some of the big town Free Churches might follow their example.

Near the Ghettos of London, Manchester, and a few other cities, the Jewish rabbis give lessons in Hebrew to the children of their members at their own expense, but they wisely limit the numbers in each class to boys and girls of about the same age, viz., ten to twelve and twelve to fourteen years. There is no compulsory attendance, but the stricter Jews see that their children attend regularly.

In the Midlands and northern counties both the Church of England and the Free Churches have paid organizers of Sunday Schools and classes, who draw up schemes of lessons suitable to the varying ages of the children, with full notes of lessons for their teachers. These

schemes do not cost much, and the salary of the organizer is shared by the churches in the district, so that the expense is not great. The organizer will travel from school to school on a known plan, give model lessons to the children in the presence of their teachers, and further talks are given to these self-sacrificing men and women, to show them to what sources they can turn for information. In this way the unfledged curate is helped both in his preaching and teaching.

It may be argued that this plan is too costly to cover the thousands of small country parishes, but as the organizer could travel over a county instead of a district, paying less frequent visits, the cost would not be great. Some of these organizers are ex-teachers, experts in imparting knowledge, and enthusiastic in such work. The lesson matter, pictures, and magic lantern, interest the children so strongly that the parents have no difficulty in getting them to attend. The great trouble is the clothes question. These little people, especially the girls, are great critics of one another's apparel. Where the clergy and mission workers organize clothing clubs, this obstacle to regular attendance is overcome. If the mission of the churches is to train adult members of their congregations, no better plan can be found.

Recently a plan of segregation of scholars and teachers has been discussed in religious journals and Church of England ruri-decanal and parish meetings.

This plan is a crude one—taking no note of geographical areas, but assuming that in every big town and city, little groups of Wesleyans, Methodists, Baptists, or members of the Church of England live in the streets around the Council schools. Failing this, they assume that parents will send their children of all ages from five upwards, to walk miles to attend a school in which their particular creed is taught.

Having segregated the children, the next and bigger step is to segregate the teachers. The general idea seems to be that the teaching profession would welcome this form of test for teachers and would hasten to move their goods and chattels, their wives and children, to the district school set apart for the creed he is forced to declare. He or she (and women teachers form an army of about 140,000 out of a total of 180,000 in the elementary and secondary schools) may have to travel long distances, longer than many do even now, and if, ever they should change their religious views they must forthwith proclaim the fact and remove to a school teaching their new faith.

Did ever religious fervour outrun common sense in such a fashion? The mere announcement of such a plan would lead to the formation of numberless parents' leagues of protest, and, in the case of the teachers, might lead to their withdrawal from religious instruction altogether.

When it is remembered that women teachers outnumber men by nearly five to one, that they tend more than the men to hold fast to the Faith in which they were brought up, that a majority of trained women teachers come from Church of England training colleges, and that not only do they teach girls but nearly half the boys in the thousands of mixed schools, it would seem good policy for the friends of the Church to let well alone.

MUSIC.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

Early Rhythmic Training—II.

(Continued from August.)

In discussing the rhythmic exercises for which our record of Mozart's Minuet may be used, I think it will be more helpful to mention two or three instances by way of suggesting ideas, and leave it to those who make use of them to invent others: teachers will choose those most suitable for their purpose. Let it be quite clear, then, that the following notes are not methods to be slavishly followed in detail, but are suggestions intended to provoke thoughtful teaching suited to the occasion.

The rhythm of the music may be tapped or clapped. The children will be warned to listen carefully for the stops and to observe them, for non-observance will turn what is intended to be a rhythmic exercise into a mere time exercise: rhythm impels us from point to point, not from note to note. The children now proceed to tap with the music. Some of them blunder on through the long sounds or perhaps do not keep up with the short ones. A little questioning will bring to their notice the fact that there are some stops or long taps (written "ta-ap" below), and six short quick taps in the first section. The taps then proceed as follows:—

First Section } Tap tap tap tap ta-ap, tap tap tap ta-ap,
 Tap tap tap tap tap-tap tap-tap tap-tap tap tap tap ta-ap.

It is important to begin to make the children familiar with the time names as soon as possible, so now we will say how the tune goes, calling the taps taa, the long taps taa-aa, and the short taps ta-tay

First Section } Taa taa taa taa taa-aa, Taa taa taa taa taa-aa,
 Taa taa taa taa ta-tay ta-tay ta-tay taa taa taa taa-aa

Let us say it again, with the music and see if it fits.

The children may step the tune, the teacher at first helping them if necessary by saying, "Step step step step ste-ep," and, when the quick notes come, "Run run run run run step," substituting the time-names as soon as conveniently possible. At the "taa-aa" they can stand and bend the knee, or curtsy, etc., etc. This exercise may also be made a stepping stone to the notational signs. On the blackboard write the tune by its time-names (or any words with which the children are familiar). Let them step it to these written names, without the music. Above each name write its notational sign: ♩, ♪, or ♫: the children again step the tune while looking at the blackboard. Rub out the names and leave the notation only: the children again step from the blackboard. Lastly, let them step it once more looking at the blackboard and listening to the music at the same time. It is obvious that this exercise is capable of infinite extension. All sorts of rhythms may be written by the teacher, and it makes a very easy method of becoming familiar with the meaning and use of notation even in infant classes. But let it always be remembered that the prime object is to teach the children *music*, not merely the symbols of music,

(To be continued.)

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Union and the "World Federation."

The N.U.T. was well represented at the recent conference of the "World Federation of Education Associations." The proceedings of the actual conference were spectacular rather than business-like, but this, no doubt, was inevitable owing to the great distances which separate the officers and directors of the Federation. The arrangements for the conduct of business were far from being definite; nobody could be sure of what was to be discussed and when the discussion had taken place nobody could tell exactly what had been decided—but there were some fine speeches! Owing in great measure to this general indefiniteness the Union's representatives took small part in the actual meetings of the conference. They were, however, very active behind the scenes endeavouring to arrange matters, and their advice was sought in the framing of resolutions likely to embody the mind of the conference as vaguely expressed in the very free discussions which had taken place at previous meetings. Mr. Sainsbury was always busy in this way, as also was the President, Mr. Wing, who read a paper on the Training of Teachers. Mr. Goldstone, the General Secretary of the Union, also took a very active part both in committees and in the open sessions. Perhaps the chief business was the framing of a constitution for the Federation. This occupied much time in committee, but there was little or no opportunity for the full conference to help in the matter. Mr. Sainsbury was continued as one of the three Vice-Presidents, and Mr. Goldstone was elected on the Board of Directors for a period of four years. The social arrangements of the conference were excellent throughout, and reflected great credit on the hospitality and foresight of our Scottish friends. The National Union Executive will no doubt discuss the "World Federation" in the light of its reports of its representatives. But one fact emerges; it is this—the conference, affording as it does an opportunity for the interchange of ideas and the meeting of teachers from many countries, does excellent service in the promotion of goodwill among the nations, whatever may be its defects from a business standpoint. This fact alone is sufficient to ensure a favourable consideration. It is to be hoped, however, there will be a large increase in the number of affiliated associations, *i.e.*, associations which will not only send representatives to the conference but pay the affiliation fee.

To Help the Local Associations.

It is generally recognized that with the settlement of superannuation and the adoption of Lord Burnham's salaries award for six years there may ensue a period of apathy among teachers with regard to the need for maintaining a strong Union. In order to combat any tendency in this direction the Executive has organized a series of district conferences with the secretaries of local associations. Each conference will be arranged by one of the Divisional Secretaries and will be attended by the Chairman of the Central Organization Committee, the Treasurer of the Union, and the members of the Executive for the district served. It is hoped by these conferences to obtain first hand information of local needs and of the various difficulties which confront the local secretaries in carrying on their work. Also, it is hoped to inform local secretaries of the various matters affecting the interests of teachers now occupying the attention of the Executive and to convince them of the present need of a strong Union.

Superannuation and Salaries.

The new Superannuation Bill has now become an Act. Many amendments favourable to teachers were secured by the persistence and skill of the Union's Parliamentary representatives, whose work has been gratefully acknowledged both in and out of Parliament. Lord Eustace Percy has personally expressed his gratitude to Mr. Crook for his help during the passage of the Bill through its various stages and the executive has expressed its thanks to him and also to Mr. Cove, who rendered special help by keeping the Labour Party in touch with the wishes of the National Union. The salaries problem is gradually solving itself by the, in some cases, tardy falling into line of local education authorities. And the twenty-five local authorities who persisted in paying on the P.M.S. (or lower scale) are learning wisdom and adopting Lord Burnham's award. Even such authorities as Hartlepool, South Shields, Devon, Cornwall, Hereford, Worcester, and Berkshire have at last learned wisdom. It is anticipated that by Mid-September there will be very few authorities about which the Union will have to concern itself.

ASSOCIATION NEWS.

The Teachers Council.

The publication of the new transitional Conditions of Registration, with the temporary concession in regard to professional training, has led to a marked increase in the number of applications. There are many qualified teachers who intend to become registered but are prone to defer the task of applying. This procrastination is a handicap to the work of the Council, and it serves only to defer the time when it will be possible to claim for teachers as a body the rights of a true profession. It is to be hoped that during the remaining months of this year the laggards will come forward and make the Register complete.

The College of Preceptors.

The College has arranged the programme of lectures to teachers to be delivered during the autumn term. Particulars will be found on another page. From the list it will be seen that an effort is being made to provide a course which will be of interest to the practical teacher. The fee is merely nominal, and it is remitted where members of the College are concerned.

The Education Guild.

Strenuous efforts are being made to maintain the existence of the Education Guild, better known as the Teachers' Guild. Under the latter title it was founded some forty years ago when teachers in secondary schools had not yet built up their present organizations. Latterly the Guild has tried to extend the scope of its work and to encourage the formation of local branches, made up of teachers and also of others interested in education. The effort has been attended with little success, and outside London the branches are few and feeble. In London the Guild carries on a useful club with bedrooms for visitors, but its educational activities in the form of occasional lectures are not well supported. The financial position is indicated by the recent effort to borrow two pounds from each member of the Guild as a help in tiding over present difficulties.

University Women.

The Council of the International Federation of University Women has held its eighth meeting at the Fondation Universitaire Brussels. It was attended by women graduates from U.S.A., Australia, Austria, Belgium, Bulgaria, Canada, Czecho-Slovakia, Great Britain, Holland, Finland, France, Ireland, Italy, New Zealand, Norway, S. Africa, Sweden, and Switzerland. New associations in Bulgaria, Roumania, and Luxembourg, have been admitted to the Federation, which includes twenty-three national branches. Two Travelling Fellowships are offered for 1926-27 by the Australian Federation, value £500 each, one for a British member, the other non-British. The residential wing to be added to Crosby Hall will give the Federation an international Club House in London next year.

Oxford Summer Course in Music Teaching.

For the fourth successive year an August course of lectures on music and the teaching of music has been organized and conducted by the Federation of British Music Industries, with the co-operation of the British Music Society. A large number of students attended, the majority of them teachers in schools whose duties include the teaching of music. The Course was inaugurated by a dinner in New College Hall, at which Sir Hugh Allen presided and those in attendance included the Rector of Exeter (Dr. Farnell), and Mrs. Farnell, Miss Venables, Dr. Somervell, Sir Richard Terry, Mr. J. B. McEwen, Dr. Henry Ley, Dr. Cyril Rootham, Dr. Ernest Walker, Dr. Adrian Boulton, Mr. Herbert Wiseman, Dr. H. C. Perrin, Mr. Robert McLeod, and Mr. H. J. Cullum.

The course was directed by Major J. T. Bavin. With him, as lecturers, were Messrs. Malcolm Sargent, Adrian Boulton, George Dyson, W. G. Whittaker, Herbert Wiseman (with Mr. Warren Wynne, vocalist), Frank Roscoe, John A. Masterson, head master, Biggar High School, A. Rawlinson-Wood, and Capt. S. C. Smith, officer in charge of Libraries, R.A.F. The subjects of the lectures were: "Opera" (Dr. Sargent); "School Singing"; "The Choral Society," and "Madrigal Singing" (Dr. Whittaker); "Chapters in the History of Music" (Dr. Dyson); "Art Songs and Folk Songs" (Mr. Wiseman and Mr. Wynne); "Conducting and score-reading" (Dr. Boulton); "Music and Education" (Mr. Roscoe); "Music in Schools, Clubs, and Institutes" (Major Bavin); "Music in Schools from a head master's point of view" (Mr. Masterson); "Early Work at the Piano" (Mr. Rawlinson-Wood); and the "Formation and use of a library" (Capt. Smith).

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Oxford University: Department for the Training of Teachers.

On Saturday, August 1st, Miss S. Burstall, late head mistress of the Manchester High School for Girls, gave the opening address on "Teaching as a Profession and as a Service" to the students of the Oxford University Vacation Course in Education. In the course of her address Miss Burstall said that the task that lay before teachers was precisely that which the doctors had accomplished so splendidly in the last seventy years: that of welding themselves into an organized and honoured profession. For this many things were necessary: first, unity, with which was bound up registration. Unity was difficult because there were so many categories of teachers and because the raw material, out of which the teachers were made, was so various: another difficulty was the isolation of the great public schools, which still seemed unable to regard themselves as an integral part of the national system. She had herself played some part in the fight for a single register, and had left her youth behind in the struggle. She looked upon the universities, which were interested in every type of teacher, as the unifying element. Secondly, training and education: a true profession must consist of members who were educated not merely generally but specifically for their own work. The great importance of training was the more enlightened attitude of mind it produced: you saw its best result not in the young recruit but perhaps at forty, when the first flush of enthusiasm has died down. Thirdly, self-government. Teaching could never be a completely independent profession because it was partly supported by public funds, but an organized profession could always retain a large measure of independence: and teachers must learn to do their own thinking out. Finally, a common standard of honourable conduct. The Assistant Masters' Association had done much to accomplish this and the head mistresses had supported them staunchly. The teaching profession was like the navy: the school like the ship was the unit: the spirit was the same: a strong feeling of comradeship among all who worked in it and of loyalty to the skipper. The head must always have the last word, but if he were wise he would take care to know the mind of his staff, to consult them and ask their help at every point. He was only *primus inter pares*—he had the largest share of responsibility as of prize money. She wished that education, like the navy, was the silent service. Immense harm was done by teachers who could not mind their work and hold their tongues.

Yorkshire Progress.

The West Riding of Yorkshire is increasing its secondary school accommodation. A new school is to be erected at Maltby for 300 pupils; Doncaster Technical College extended at a cost of £20,000; additional temporary accommodation at Doncaster Grammar School will be provided at a cost of £1,620, and the proposed Mining and Technical Institute at Dinnington is to be erected. Towards this last object the Miners' Welfare Fund has made a provisional allocation of £17,500. Normanton Grammar School is to be extended at a cost not exceeding £20,000, subject to arrangements with the Governors for financing the scheme, and tenders for £18,208 have been accepted for extending Otley Grammar School.

Solving the Religious Difficulty.

The Wilts. County Council have adopted the recommendation of the Education Committee that a bye-law be passed providing that children attending Council or other schools may be absent from such schools during the time set apart for religious instruction, where the parents desire them to receive religious instruction supplementary to that given in their own school. The bye-law it is hoped will facilitate agreements with managers of voluntary schools concerning reorganization and amalgamation. The proposed bye-law already operates in two areas. It will now apply to the whole county. The syllabus of religious instruction throughout the Authority's schools will be based on the Cambridgeshire syllabus.

Cambridge.

During the year ended June 30th, 1925, 198 members of Newnham and Girton Colleges have had conferred upon them by diploma the degree of Master of Arts. The Newnham candidates numbered 128 and Girton 70.

PERSONAL NOTES.

Married Women in Schools.

Mrs. Ethel Florence Short, a married teacher in the service of the Borough of Poole, has provided another case on the dismissal of teachers. Short v. Poole now takes its place with Hanson v. Radcliffe U.D.C. and Price v. Rhondda U.D.C. and other cases which support the claim of the married teacher to continue in her employment. Mrs. Short was given notice to terminate her engagement on July 30th, 1924. The Chancery Division of the High Court, Mr. Justice Romer, declared the notice to be invalid, as being given for alien and irrelevant motives, viz., that the plaintiff was a married woman. He could not understand, said his Lordship, what the defendants had to do with the financial position of teachers or their husbands.

Mr. A. B. Neal, M.A.

The City of London Vacation Course Research Scholarship in Education, which is open to teachers actively engaged in teaching work in any part of Great Britain or Ireland, has been awarded to Mr. Arthur Boughton Neal, M.A., head master of Stanley Council School, near Wakefield. Mr. Neal, who is a graduate of the University of Wales, gained his B.A. degree with honours in Education and became M.A. in 1923, will undertake research work in the United States. The first holder of the scholarship was Miss M. J. Wellock, of Buckingham Terrace Infants' School, London. Mr. Irving T. Bush, of Bush House, Kingsway, has generously provided sufficient funds to cover a research course of three years.

Death of Lady Yoxall.

The death occurred at Kew of Lady Yoxall at the age of 67, after a month's illness. Sir James Yoxall died last February. Lady Yoxall was the elder daughter of Lieut.-Col. Coles, R.E. some time a member of the Richmond Education Committee. She was one of the first women to be appointed Justice of the Peace.

New Professor of Anglo-Saxon.

Mr. John R. R. Tolkien, M.A., Professor of English Language at the University of Leeds, has been appointed to the Rawlinson and Bosworth Chair of Anglo-Saxon in Oxford in succession to Professor W. A. Craigie, to hold office as from Oct. 1st next.

Professor of History at London.

Dr. Caroline A. J. Skeel, D.Litt. (Lond.), who received the title of Reader in History at Westfield College in 1918, has had the title of Professor conferred on her by the Senate of London University.

Mr. J. S. Huxley, M.A. (Oxon.), has been appointed as from August 1st to the University Chair of Zoology tenable at King's College, London.

Prof. E. G. Gardner, Litt.D., M.A., Cambridge, has been transferred from the University Chair of Early Italian Language and Literature, at University College, to the University Chair of Italian tenable at the same college.

Mr. W. W. Vaughan, head master of Rugby, has been appointed Chairman of the Education Section of the British Association.

Sir William Hamer, Medical Officer of Health and School Medical Officer of the London County Council, is about to retire on grounds of health, after 33 years' service.

Mr. William Winter, Chief Assistant to the Director of Education at Newcastle, has been appointed Secretary of the Gateshead Education Committee.

Scholarships at London.

Mr. A. V. Judges, of King's College, has been awarded a London School of Economics Research Studentship of the value of £200. Four Travelling Scholarships, founded by the trustees of Sir Ernest Cassel's Educational Trust, have been awarded to D. G. Bridel, D. S. Edwards, R. D. William (all of the London School of Economics) and A. W. Lash (Private Study). Each passed the first part of the final examination for the degree of Bachelor of Commerce in June. The Lindley Studentship, value £120, tenable at the Institute of Historical Research, has been awarded to Mr. W. N. Medicott, B.A., and the Sir George Jessel Studentship in Mathematics, value £50, to Mr. J. J. Pryor, of University College.

NEWS ITEMS.

Refresher Courses in Monmouth.

Arising out of a discussion on the Departmental Committees' Report on the Training of Teachers, the Monmouthshire Education Committee have decided to adopt the suggestion of the Director of Elementary Education to arrange a series of "refresher" courses of lectures for teachers, the subjects to include literature, science, art and music. The county will be divided into six areas; the schools in each area will be closed for four afternoons in the year, and on those days teachers of all grades will be expected to attend the lectures. The cost will be about £200, of which one half will rank for grant.

Adult Education and Travel.

The World Association for Adult Education is organizing a scheme whereby teachers engaged in adult education will be able to visit a country other than their own for two to three months for the purpose of study and research into the system of adult education of that country. They will get thus, it is hoped, first-hand knowledge of the foreign country and a deeper insight into the characteristics and cultural needs of the people. Money, however, is wanted if the scheme is to be on the scale designed. All interested in furthering the cause should help by sending a contribution to the World Association's Offices, 13, John Street, Adelphi, London, W.C.2.

A Useful Directory.

A Handbook and Directory of Adult Education is promised by Messrs. H. F. W. Deane and Sons in the autumn. It is being compiled and edited by the British Institute of Adult Education and the editors of the Schoolmasters' Year Book. It is to include an alphabetical and descriptive directory of all the bodies concerned in the matter, the Board of Education, Local Authorities, the universities and voluntary bodies, and there will be a geographical section showing the work that is being done by counties and county boroughs, and a statement of the facilities offered to students and information about libraries, scholarships and similar matters.

Apprentices Wanted.

The Air Ministry announces that 700 aircraft apprentices between 15 and 16½ are required by the Royal Air Force for entry to the Aircraft Apprentice School at Halton, Bucks, in January next. Candidates will be selected on the result of two examinations, one an open competition conducted by the Civil Service Commissioners, the other by the Air Ministry in conjunction with the Local Education Authorities throughout the country. Boys accepted must engage to complete a period of twelve years on the active list from the date of their 18th birthday. They may then be discharged to civil life or may re-engage for a further twelve years. All interested should procure from the Secretary (M.I.), Air Ministry, Kingsway, W.C.2, a copy of the regulations, A.P. 134.

Adult Education Conference.

The fourth annual conference of the British School of Adult Education will be held at Balliol College, Oxford, from September 18 to 21. The President of the Board of Education, Lord Eustace Percy, will probably be present, and among those who have promised to speak are Lord Haldane, Sir Percy Jackson, Principal L. P. Jacks, Mr. G. H. Gater, Mr. R. H. Tawney, and the Rev. Dr. St. John Parry.

Agricultural Scholarships.

The Minister of Agriculture has stated that during last year 152 scholarships were awarded to the sons and daughters of agricultural workers and others under Section 3 of the Corn Production Acts Repeal Act 1921. They were allocated as follows: Class I, tenable at University Departments of Agriculture, 14; Class II, tenable at Agricultural Colleges, 14; Class III, for short courses at farm institutes and similar institutions, 124. The parents' occupations were: agricultural workmen, 38; working bailiffs, 11; smallholders, 37; working gardeners, 6; other rural occupations, e.g., roadman, wheelwright, harness-maker, haulier, etc. The other 40 scholarship holders were themselves workers in agriculture.

The Chilean Board of Education has decided to adopt English as the principal foreign language to be taught in public schools in Chile.

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All this tends to create in the minds of honest and zealous teachers a feeling that new methods and systems are mere charlatan dodges. This may be the reason, apart from natural sloth, for our slowness in considering the method of individual work known as the project system, or, in a specialized form, as the Dalton Plan. Yet the method is well worth considering, and among the many books which describe it I have found an excellent example in a little volume entitled "The Project Method in Classroom Work," written by E. A. Hotchkiss, of Teachers' College, Kansas City, Missouri, and published by Ginn and Co. at 6s. net. The introductory chapters are especially valuable, with their outline of principles and laws. The case for socialized work is expressed thus: "Much of the subject matter taught and many habits formed in school do not conform to desirable social life in the outside world. For instance, we tell children in school that they must neither help one another nor receive help from anyone. . . . On the other hand, we expect children when they are grown up to assume a helpful attitude towards their fellows. In life we want co-operation and team-work." There are examples of projects worked out in illustration of the principle, and the book is an excellent exposition.

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It is difficult to realize the purpose of this work. We are told that it is for students of elementary zoology at secondary schools, colleges, and the universities. We feel that classification should be the natural necessity arising out of a study of types. Also we deplore any attempt to provide pupils with any definite scheme of classification, for no scheme can be satisfactory to all authorities, nor can it survive the results of further enquiry. In this book we find the Ctenophores included in the Coelenterates. Many eminent authorities would insist that Ctenophores are three-layered organisms, and that they must be excluded from the Coelenterates. On page 5 we notice the following:—"Class 3. Demospongia—Spicules cemented together by spongin to form ropes. Flagellated chambers small, e.g., Euspongia." It is well known, of course, that the peculiarity of Euspongia is the total absence of spicules, but how is the beginner to know this? For advanced students wishing to label specimens for a museum, this book might prove useful, provided always that they know enough of technical terms to interpret such problems as the following:—"Acocelomate organisms. Triploblastic having epiblast, mesoblast and hypoblast." "Water vascular excretory system present."

J. R.

Education.

MODERNISM IN LANGUAGE TEACHING: by H. E. Moore. (Heffer and Son. 4s. 6d. net.)

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The keynote of the earlier chapters is the stress laid on the necessity, in all rational teaching, of building on a foundation of homogeneous experience so that knowledge may grow normally from its own roots. The weakness of the bilingual equational method is made apparent in that by forcing the pupil mentally to express thought in one language, on the way to articulating it in another, a double mental effort is imposed upon him, and his progress is thereby correspondingly retarded. Translation is the outstanding example of an exercise of this double mental effort, and it would be reasonable to assume, therefore, that so complex an exercise should be left until the undeveloped mind has attained some degree of spontaneous expression in the language. The first requirement, however, of public examinations in schools is the ability to translate, which results in the prevailing "halfway house" system of teaching—"a vicious circle of mixed methods," to quote the author.

In suggesting reforms, Mr. Moore pleads that the examiners should be school masters, rather than University authorities, who, by the very nature of their own work, cannot keep in touch with the potentialities of the undeveloped mind, and he urges that greater importance should be attached to the oral examination.

Turning to less controversial aspects of his subject the author emphasizes the systematic use of the recreative as an instrument in teaching, and suggests free access to a library of suitable books in the foreign tongue to encourage private reading, leading to a discussion of books so read, and the development of literary appreciation. Games, too, songs, a gramophone, should be introduced into the class room.

In his final chapter Mr. Moore points out how modern psychology has outstripped language pedagogy, for the latter still relies almost entirely on the conscious, without taking into consideration the influence and value of the subconscious. He is not, however, unduly obsessed by the psychological aspect.

It is patent that the author of this book is an idealist, but the reforms he advocates lie well within the range of practical possibilities. He combines clearness of exposition of principle with an attractive style and a rich vocabulary, and the interest of the book is enhanced by many interesting quotations in support of his argument.

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(Continued on page 350.)

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(Continued on page 352.)

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and mathematical stimulus read Volume II. Volume I, though by no means dull, is more of a work of reference, but gives much light on man's general progress. Of the book, as a whole, we have nothing but praise. The prefaces, contents, tables and indices have been admirably thought out, and serve their purposes well. Illustrations are many; the portraits in Volume I are remarkable, and both volumes are thick with facsimile reproductions of all kinds. Volume I contains ten chapters, chronologically arranged, starting with prehistoric mathematics and finishing with the eighteenth century and after! Each one—except VI and VII, which are parallel—deals with the East and West separately. In considering the gains or losses in mathematics the reader is reminded of the general affairs of the world or some part of the world at the time. The volume ends with a twenty-page chronological table coming down from the Stone Age. We may add that throughout, the language is simple and the style not heavy. We should set an even greater value on Volume II. Its pages are a mine of ideas. Have you ever thought of the manner or the date of the appearance of arabic numerals in the West, or how the Romans multiplied CLXXVII by XXXIX? Here it all is. A list of chapter headings will help to show the range. We have first the Arithmetica (theory of numbers); then Logistic of natural numbers (computation), mechanical aids to calculation, Artificial numbers (fractions, surds, complex numbers, etc.), Geometry, Algebra, Problems, Trigonometry, Measures and the Calculus. The volume, though long, is none too long. Further compression would either spoil the interest of each separate story or necessitate the omission of some story well worth the telling. Prof. Smith's book must, on no account, be dismissed as a matter of course, by those who have found the usual text-books on this subject of little interest. Volume I can be strongly recommended for all school libraries, and Volume II, indeed, for all mathematical students and teachers. H. P. S.

INTERMEDIATE MATHEMATICS (ANALYSIS): by T. S. Usherwood and C. J. A. Trimble, both of Christ's Hospital. (Macmillan and Co., Ltd. Pp. 457. 7s. 6d.)

This book is intended for students reading for the intermediate examination for a degree in Arts, Science or Engineering; taking up the syllabus at about the matriculation standard. It starts with equations, simultaneous and quadratic, and carries the algebra up to progressions, partial fractions, the binomial and determinants. In co-ordinate geometry the general equation of the second degree is barely reached. The sections on trigonometry deal with solution of triangles and the circles of a triangle; those on the Calculus just mention integration by substitution and simple differential equations. On all these subjects there are a number of worked and unworked examples. While so much matter is introduced, little of it can be said to be really sifted, and the intelligent student would need to look elsewhere to satisfy himself; the book is thus eminently an intermediate one, and for these examinations it should be found very suitable.

A FIRST TRIGONOMETRY: by W. G. Borchardt, Cheltenham College, and Rev. A. D. Perrott. (Geo. Bell and Sons. Pp. 114. 2s. 6d.)

The first eight chapters of this book are taken from the authors' previous "Numerical Trigonometry." Chapters IX and X, on Identities and Graphs, are new. The book covers the solution of right-angled triangles with the usual problems, thus completing the syllabus of the Scottish Leaving Certificate. There is a chapter on angles of 30°, 45°, and 60°, etc. Sine and cosine rule and obtuse angle ratios are not included. The treatment is throughout straightforward and the examples sensible, these including a few in three dimensions. Sixteen papers, and some tables close a very commendable book for lower forms.

Geography.

POPULATION: A. M. Carr-Saunders. (Oxford University Press. 2s. 6d.)

Sociological thinkers both here and in America are, in the period of readjustment, devoting much attention to the question of population, and quite a number of serious and scholarly works have been published on this subject during the last two years. The book before us is smaller than most, and therefore more quickly read than the longer works. It discusses the history and theory of population, has much that is wise to say about the necessity for the practice of birth control, and judiciously sets forth the effect of different conditions of population upon international relations. E. Y.

Chemistry.

CHEMISTRY TO THE TIME OF DALTON: by E. J. Holmyard. (London: Oxford University Press, 1925. Pp. 128. 2s. 6d. net.)

It is well known that the methods of teaching history have undergone considerable alterations for the better in recent years, with the results that a mere collection of facts and events, associated with dates, is no longer considered to be history. History, in the generally accepted sense, is really a branch of the study of evolution, as applied to nations; this is also true, however, when applied to branches of science, and the author's guiding principle in this book has been to emphasize the continuity of chemical thought, starting with chemistry in Greece, Egypt and Islam, and tracing its growth up to the time of Dalton. Attention throughout is directed rather to ideas than substances, only such detail being given as is necessary by way of illustration. As was to be expected from Mr. Holmyard, chemistry in Islam is dealt with fairly fully in the first two chapters, the material for which has been gathered to a large extent by reference to the original sources. The book adds to the reputation which the author is rapidly acquiring as a writer on chemical subjects. It not only keeps up the interest of the reader by the way in which the subject is treated, but it awakens, or should awaken in him the desire to know more. What more can an author expect? T. S. P.

Biology.

EVOLUTION, HEREDITY, AND VARIATION: by D. Ward Culter. (Christophers. 3s.)

We welcome the appearance of this admirable little book. Too often people are compelled to remain ignorant of the sciences for lack of the right kind of literature: great masses of rather technical facts prevent access to the wider generalizations, or else the subject becomes childish as a result of a poor attempt at making it popular. This work is, however, thoroughly scientific, yet the author has succeeded in retaining simplicity. Of material there is neither too much nor too little. We hope that readers will be encouraged to pursue some of the issues more thoroughly. Useful diagrams illustrate the various points of interest and difficulty. J. R.

Physics.

THE STORY OF ELECTRICITY: by W. F. F. Shearcroft, B.Sc. Limp cloth, 2s. 6d. net. Cloth boards, 3s. 6d. net. (Ernest Benn, Ltd. Pp. 73.)

This is a companion volume to "The Story of the Atom" by the same authors, which was reviewed in these columns last April, and which has proved so successful that the author has been induced to continue the series. The book deals with the development of the subject of electricity from the earliest times when the Ancient Greeks made observations on the rubbing of amber, right down to the present modern conceptions and hypothesis. It is written in a simple and popular style, and will be understood by all. The author is to be congratulated in that he has not sacrificed scientific accuracy to "startling phraseology." R.S.M.

(Continued on page 354.)

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A TREATISE ON LIGHT: by R. A. Houston, M.A., Ph.D., D.Sc. 4th Edition. (Longmans, Green and Co. Pp. xi + 486. 12s. 6d. net.)

A notice of the third edition of this book appeared in *THE EDUCATION OUTLOOK* last December, and, therefore, it is hardly necessary to say anything further here, except to congratulate the author upon the continued success of his book. In the present edition a short account of series spectra and their relation to the Bohr atom has been introduced into the chapter on modern spectroscopy, but in other respects the book is practically identical with its predecessor. R.S.M.

HEAT: an Elementary Text-book by I. B. Hart, B.Sc., Ph.D. (G. Bell and Sons. Pp. vii + 226. 3s. 6d.)

This book is, as the title leads one to expect, a text-book on Heat up to the standard required for the matriculation examinations, and all the usual parts of the subject are dealt with in the orthodox manner. An ingenious and original photographic method for measuring the linear coefficient of expansion for a metal tube is described; the apparatus is simple, and gives very accurate results. Further good points are the large number of worked examples, and the really excellent Tables of Constants given at the end of the book. R. S. M.

OUTLINES OF MECHANICS: by A. H. E. Norris, B.Sc. (Mills and Boon, Ltd. Pp. xiii + 264. 5s. net.)

The first impression on looking through this book is one of pleasure, because the paper is of good quality and the type and figures are clear. Unfortunately, when one comes to read the text carefully this impression is not always maintained. Presumably this is meant as a first text book in Mechanics, but some of the subjects are introduced in such a way that few students could grasp their fundamental points without a great deal of further assistance. The chapter on Surface Tension illustrates this point, for it is very doubtful whether anyone previously unacquainted with the phenomenon would be able to follow the arguments clearly. Furthermore, there are many misprints, of greater or less importance, throughout the text; the earlier part of the chapter on Simple Harmonic Motion is completely ruined by these, and also by an incorrect definition

of one of the quantities involved. In this same chapter an example was chosen at random, and it was annoying to find that the answer was given in the British system of units, while the question was set in the C.G.S. system, thus causing the student a considerable amount of needless arithmetic. It is amusing to note that quite an ordinary chapter on the composition and resolution of velocities and accelerations has been given the grandiloquent title of "The Mechanical Theory of Relativity." R. S. M.

INTERMEDIATE LIGHT: by R. A. Houston, M.A., Ph.D., D.Sc. (Longmans, Green and Co. Pp. x + 228. 6s.)

In the preface to this book the author says, "I have been induced to write it by the continued success of my larger 'Treatise on Light.'" This is an excellent reason, and students of Physics who will be brought up on Dr. Houston's smaller book are certain to want to proceed to the more advanced one in due course. It is quite certain that this book will have the same "continued success" as its parent, and it will probably run to a greater number of editions, as—not being so specialized—it will make its appeal to a wider circle of readers.

As the title suggests, the ground covered is that required for the intermediate examinations of the different Universities, but the book can well be used in schools for pupils preparing for the Matriculation or Higher Certificate examinations.

The greater part of the subject matter is taken from the larger book, but the method of presentation has been simplified, and large portions have been entirely rewritten. The result is an excellent text-book which can be heartily recommended. In the chapters dealing with mirrors and lenses, the convention of signs that the author adopts is that of co-ordinate geometry: this is not the more usual convention, which depends upon the direction of the incident light, but many advantages can be claimed for it. The most interesting, because most out of the ordinary, chapter is that on "The Eye and Colour Vision," a subject on which the author is a recognized authority. In illustration of this chapter there is a beautiful coloured frontispiece showing Maxwell's Colour Triangle. There are also sections on the mixing of colours and colour-blindness.

The book is well produced; the printing and the diagrams being exceptionally clear. R.S.M.

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NEWS FROM THE PUBLISHERS.

"Modern History," by L. Cecil Smith, M.A., which has just been published by Messrs. Cassell, is one of the volumes of the World History Series, edited by Dr. Ernest Barker, M.A. History has been treated too parochially in the past, little instruction being given in contemporary world history. The aim of this series is to provide readable and scholarly instruction books from which this defect has been eliminated. Each volume contains notes, maps, historical bibliographies, students' exercises, etc., and may be used as reading book, text-book, or for class teaching on the Dalton plan.

"Stories of World History" is the title of Dr. F. W. Tickner's new book, which will be published by the University of London Press towards the end of this month. The book is intended for the lower forms of Secondary Schools and will provide an excellent background for the study of British History. A fine series of pictures will be a special feature of the volume.

Mr. F. J. Glass, head master of the School of Art and Crafts, Doncaster, has prepared a volume for teachers and students of art entitled "Composition and Design in Line Form and Mass." The book will contain a fine series of illustrations prepared by the author and will be published by the same press in the early autumn.

Messrs. Longmans, Green and Co. have just published the 1925 edition of the "International Year Book of Child Care and Protection," being a record of State and voluntary effort for the welfare of the child, including information on marriage, divorce, and illegitimacy, education, the care of the destitute child, treatment of juvenile delinquents, and conditions of juvenile employment throughout the world, compiled, from official sources, by Edward Fuller.

Messrs. Sidgwick and Jackson of 3, Adam Street, Adelphi, W.C.2., have now removed to new and larger premises at 44, Museum Street, London, W.C.1. They announce that they have published to-day "Collected Plays of John Drinkwater" in two volumes, also a special edition, signed by the author, limited to 200 copies on sale in Great Britain.

"Oxford Renowned" is the title of a new book about Oxford by Mr. L. Rise-Oxley, M.A., which Messrs. Methuen have just published. The author explores many interesting bypaths, dealing not only with the universities but also with the city of Oxford. The charming illustrations from water-colour drawings by Mr. A. B. Knapp-Fisher are a special feature of the book.

The approaching centenary of the death of Charles Lamb has increased the interest in his work and personality, and has made opportune the publication of a little book compiled by Mr. G. T. Clapton entitled "Selected Letters of Charles Lamb" which has just been published by the same firm. The book contains fifty letters chosen both for their intrinsic value and to illustrate the various phases of Lamb's character, literary style, and relations with his friends.

IDEALS AND REALITIES IN EUROPE : by Margaret Wrong, M.A. (Student Christian Movement. 2s. 6d.)

This is quite frankly a propaganda book, in the sense that the writer (Travelling Secretary of the World's Student Christian Association) has an aim, a faith, and a point of view. This is indicated, in some measure, by the quotation from Bernard Shaw's "Saint Joan," with which the book ends. "Minding your own business is like minding your own body. It's the shortest way to make yourself sick. . . . I tell thee it is God's business we are here to do : not our own."

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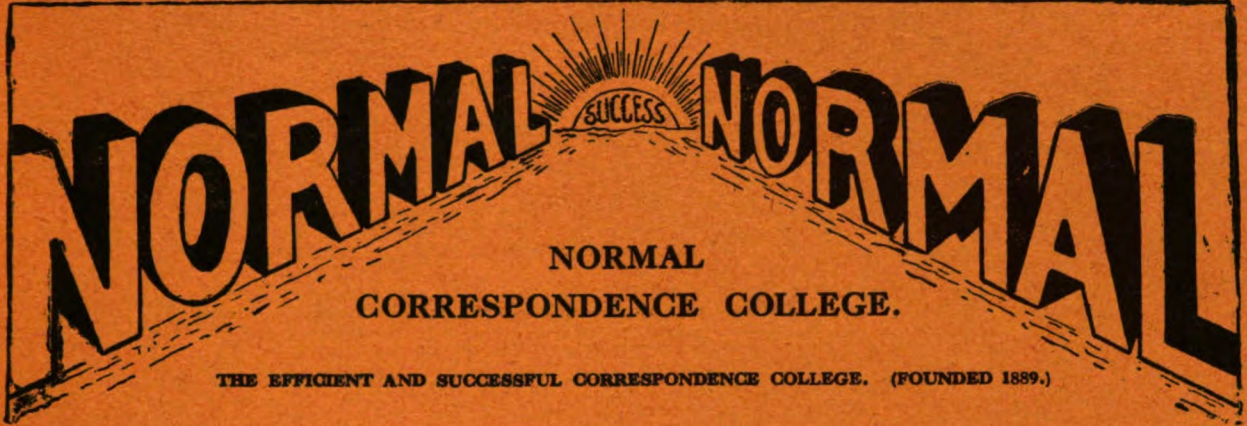
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Education and Science.

The Educational Science Section of the British Association has done excellent work in the past, the most noteworthy and effectual being an admirable and useful report on the size of printers' type best adapted for children's books. Such enquiries are extremely valuable, not only in themselves, but also as serving to offset that lush rhetoric which forms the major part of many addresses and writings on education. It is true that good teaching calls for personal attributes of insight and sympathy and that education cannot be reduced to a formula, but nevertheless good practice must rest on valid principles. To investigate and set forth these principles is the task of the scientist, and, inasmuch as the British Association claims to exist for the advancement of science, it is fitting that in the section devoted to education we should find the discussions free from vagueness and carried on in the dry light of dispassionate enquiry. It is easy, and sometimes useful, to thump a pulpit cushion and to declaim views concerning the social aspects of education, but the scientist will choose the harder task of investigation and a less resounding method of stating his conclusions. He will beware of the perils of practical experience and understand the dangers of dogmatic assertion.

A Southampton Soothsayer.

In September the British Association met at Southampton, and the Educational Science Section conducted its deliberations under the chairmanship of the head master of one of our great public schools, who delivered the customary opening address. It took the form of an elaborate metaphor based on weaving, the warp being the influences that shape the child's destiny as imagined by the State or the parent, the woof being the teacher's contribution. The speaker expressed the view that the warp has been made too uniform, and he doubted the wisdom or desirability of the assumption that the State should develop to the full all the intellectual abilities of its citizens. From this he concluded that the purely school education is even now continued too long for some children. The farm labourer, he said, who left school at thirteen, and has gained skill in ploughing and thatching, is better educated than many a clerk who went through a secondary school course and, "satisfied with the benefits of his baptism," has since then become only a little more skilled in figures and filing. All this was promptly welcomed by one of our newspapers, which seizes every opportunity of demanding a reduction in educational expenditure. This was probably far from what the speaker intended or desired.

Dangerous Metaphors.

We may agree that the State should not enforce uniformity in the warp, but should encourage variety of local effort. We may find comfort in remembering that the warp in education is not passive material but human nature, and we may be content to help in "fining it to the utmost," to use Milton's phrase. As for the teacher's part, it is fortunately somewhat less onerous than the speaker suggested, for he said that "it is on the woof that the pattern depends, the texture, the durability, the possibilities, the charm of the fabric or the human character." The warp certainly affects the durability of a fabric, as every weaver knows, and it also has a bearing on the rest, for it is chosen with due regard to the ultimate product. The metaphor breaks down on examination, as does the simile of baptism. Education is not baptism, any more than a game of football is a Turkish bath, and the conception of schooling as a ceremony or rite is wholly out of keeping with modern practice. Nor is the speaker consistent when he tells us, first, that as a general rule the judgment passed upon a boy of 13 holds good, so far as intellectual development is concerned, until 18 or later, and then declares that ability and will-power may be scanty at 13 and abundant at 16.

The other Side.

Although the address can hardly be described as a scientific statement on education, it contains food for thought. It is worth while to consider whether we have not striven overmuch to obtain uniform conditions everywhere. The suggestion of topographical experiments is excellent. So, too, is the declaration that for many pupils the present type of schooling is of little real value after the rudiments have been acquired. For such children, whether they are in elementary or in secondary schools, there should be available forms of instruction which are practical, involving handwork and construction, for ideas enter the mind not only through the medium of books and words, but also through the handling of things, provided always that the significance of the things and the reasons for handling them in particular ways are well understood. The skill of the ploughman or thatcher is not enough in itself to make him an educated man. He must know why as well as how to do these things dexterously. From this knowledge will spring that interest in his craft which will bring contentment and happiness in the work. Even routine and repetition work might be made more tolerable if those who are now mere adjuncts to machines were enabled to understand their machines and to know something of their origin.

The Fatal Gap.

Speaking at the conference of the British Institute of Adult Education, Mr. G. H. Gater, Chief Education Officer for London, stated that a recent enquiry showed that of the children in London between 15 and 19 years of age there were 69½ per cent. who had not come under the influence either of evening institutes or of any club or social organization. He suggested that these figures showed that the adolescent was not attracted by the present formal type of instruction offered by local authorities. He wanted greater freedom of choice in the curriculum and more share in the management. Mr. Gater's view finds support in the experience of all who are concerned with evening schools and other agencies for instructing young people. Our public schools rightly recognize and utilize the fact that adolescents desire to have a share in managing their own affairs. Too often our evening schools have been nothing more than a tiresome repetition of elementary school practice, the tedium being emphasized by the fact that they are carried on in elementary school buildings. We need not wonder if boys and girls prefer to exercise their new freedom from school discipline and avoid further education until the gap has become too wide to be bridged. The right care of the adolescent is to-day one of our most urgent and difficult social problems, and in solving it we may learn much from the practice of the great public schools.

School Dentistry.

It is reported that we are to have a system of regular examination and treatment for the teeth of children in primary schools and students in continuation schools. This is welcome news so far as it promises to furnish a remedy for one of our chief physical ills. As a nation we have much to learn from the United States in regard to the care of children's teeth. A modern and highly skilled dentist remarked recently that in dealing with school children he had frequently found that poor school attainment was accompanied by indifferent or neglected teeth, and he urged that in every school, including those not under State control, there should be a systematic dental examination, with the results recorded on a chart and sent to the pupil's home as part of the school report. Experience has shown that in schools where this method is followed the results are extremely beneficial. If we were building up an educational system from the foundations we should probably start with the determination to develop physical fitness as a matter of first importance, carrying out the aim expressed in the ancient maxim that a man's body should be so trained as to obey his good intelligence and to remove any danger of his being prevented by bodily weakness from doing his duty in any emergency.

"Useless."

Last month there appeared in these notes a reference to the remark of an official of the Board of Education concerning a privately-conducted Vacation Course for Teachers. It was suggested that in describing the course as "useless" the critic might have meant nothing more than an expression of the plain fact that a course not recognized by the Board carries no advantage in the way of increased salary or improved prospects. It turns out, on further enquiry, that this, and nothing more, was what the criticism implied. It will be recognized that this assurance absolves the official concerned from any such narrowness of view as would have justified the assumption that he was condemning the course merely because it was outside the official orbit. The assurance is therefore welcome, the more so because the time is ripe for the Board of Education to take into serious consideration the question of recognizing, without attempting to control, every kind of efficient independent enterprise in education. The official recognition and encouragement of good work is badly needed as a means of freezing out charlatans and traders on public ignorance

' ENGLAND, THY BEAUTY.'

BY LORD GORELL.

*England, thy beauty like a flame
Shoots through the quickened heart
And, when I have been long apart
From thee and all thy bounty means,
Is both a blessing and a call,
A majesty wherein revolve
The mystic feet of noble hours,
Reverberations round thy name,
Thy soul's clear depth, thy so-loved scenes
In harmony of high resolve :
Over my being memories fall,
Like rain that swells the April flowers,
And I am nothing, only live
That I to thee may service give.*

WHAT IS THIS "EDUCATION"?

By LETTICE RATHBONE.

I wonder how many people can clearly and honestly explain what they mean by "education." What are the grounds on which one makes the assertion: "There goes an educated man"?

I went through my schooldays practically uninterested in the ordinary subjects of the curriculum—taking schooldays for granted rather as one takes the crust on a piece of bread—and emerged to find everybody discussing education, crying out its virtues, insisting on its necessity. Of course, I knew it must be so. But why? Why should the imbibing of several hard facts of history, geography, algebra and the like constitute such a severe necessity? I came across views such as can be illustrated by the following comments.

"What's the good of all this Latin and Greek stuff"? says the successful "riser." "I want my son to learn something that's going to help him when he comes into the business."

"There's no real love of learning and culture in schools and colleges now. It's all games and fooling about with handwork. My girl actually asked me the other day who Milton was!" This from the cultured scholar.

The following is a working-class mother's view.

"I don't think much of S— Street School. What's the good of my boy going to school if they're not goin' to learn 'im nice manners? Why, yesterday, when 'e came 'ome, 'e said to 'is sister . . ."

Again, I found a variety of clear, though more or less negative statements. Here are three.

- (1) Education does not consist in stocking the mind with facts.
- (2) Education is not "lessons." In fact, lessons form a very small part of one's training.
- (3) Education is not what one learns, but the process of learning it.

Confining my attention to the child's actual mental education, and leaving out any reference to vocational training, which has a different basis altogether, I have found a working hypothesis, which may most easily be expressed by a simile. I picture a child's mind as a simple crystalline formation, his outlook on life corresponding to the facets. Placed under certain conditions of solution, a crystal is capable of growing, of adding other facets, and becoming more complicated in structure. The child's mind is similar. Every time a new fact or idea is presented to him, his outlook is slightly changed and enlarged. By the addition of more "facets," he sees his portion of the world from different angles. Thus, though the accumulation of facts is a necessary and good thing in itself, the important thing for education is the modification of outlook that it engenders. Facts may, and will, be forgotten, but the outlook will remain until modified further. According to this argument, then, the first negative assertion is both right and wrong.

But it is not only facts learnt that alter the structure. Every new idea assimilated, every process of reasoning understood, every new experience gone through, every contact with a cultivated mind, widens the horizon,

adds new facets to the structure. I agree that lessons are not the only means of mind-education. Nevertheless, they are the organized means, and afford enormous opportunities. It would, indeed, be a pity if lessons, which take up so large a portion of a child's day, should be considered so small a part of his training.

To continue in terms of my simile. As the crystal develops, it becomes jagged and "odd-and-ends." Perhaps it pushes out in one or two directions, leaving others undeveloped. The straightforward and complete outlook of the child has gone, and is replaced by new conflicting outlooks, and feelings of uncertainty and incompleteness. The mind stretches out for more information. Gaps must be filled in and equilibrium restored. Thus, it seems to me important that there should be an all-round development. The child should acquire an educated outlook on the various aspects that necessarily touch him nearly—the physical "dead" world, the physical "live" world, the world of individual man, the world of socialized man. And so on—to the aspects which do not necessarily touch him nearly, but which can, and should do, with due training in appreciation—I mean the world of art, literature, music. I quarrel with the people who say it does not matter what one learns so long as one learns something. They are missing their opportunities. A little more attention, for instance, to the history and present state of socialized man, and a little less attention, say, to the Calculus or Latin verbs, and, vigorous action of the mind is combined with an introduction to the pressing problems which will have to be faced in the child's adult life.

A general education, then, may be described as the acquirement of an all-round and well-balanced outlook. See that the central crystal structure of the child's mind is of a compact, well-ordered formation, that the many facets are clear, regular, and set at a variety of angles. His reaction to life will then be full and generous. It will be said of him on all sides: "There goes an educated man!"

"The main skill and groundwork will be, to temper them such lectures and explanations upon every opportunity as may lead and draw them in willing obedience, enflamed with the study of Learning, and the admiration of Virtue; stirred up with high hopes of living to be brave men and worthy Patriots, dear to God, and famous to all ages. That they may despise and scorn all their childish and ill-taught qualities, to delight in manly and liberal exercises."—MILTON: "TRACTATE ON EDUCATION."

Music and School Attendance.

Two Edenbridge parents were summoned by the Kent Education Committee at Tonbridge last month for non-attendance of their children at school. Each child had been withdrawn one half-day a week for a music lesson by a teacher visiting the village. In a circular issued by the music teacher he stated that withdrawal was permitted by the Board of Education, but the Board replied to an enquiry from the Local Authority that no such permission had ever been given. The parents were fined half a crown, for though, said the Bench, they seemed anxious to give their children every educational advantage, the law must be obeyed.

IS "PUNCH" FUNNY?

BY ERNEST YOUNG.

The title of this enquiry should really be—Are the pictures in *Punch* funny without the jokes? but that enquiry is too long for a title. Of course *Punch* is funny—sometimes; but in the case of the illustrated jokes, which is the more amusing, the joke or the picture? The question was suggested to me by the following experience.

It was, once, one of my duties to conduct oral examinations of numbers of children who were candidates for scholarships tenable at secondary schools. By means of a preliminary written examination, in English and arithmetic, the very weakest candidates of all would be weeded out and, as a rule, there would remain a batch of, say, sixty children, amongst whom, say, thirty scholarships had to be distributed. The purpose of the oral examination was to test the general intelligence of the candidates and to give to those who had not done themselves justice on paper another chance to demonstrate their abilities.

About the time when I first undertook the duty of conducting an oral examination, so-called intelligence tests were becoming popular, but I was a little suspicious about their value owing to an unfortunate personal experience. One night, at a dinner, a certain Director of Education informed me, tearfully, that all the children round about a given age in attendance at the elementary schools in his area had been submitted to a set of these scientific tests and that the results were deplorable. He was not quite sure whether to lay the blame upon the teachers or not; on the whole he was tempted to conclude that he had to direct the education of a particularly stupid lot of children. It happened that he had a copy of the tests in his pocket and he produced them for my inspection. My sympathies at once fled to the small people who had been the victims of the inquisition, for—I couldn't do the beastly tests myself!

So when it fell to my lot to examine children for intelligence I promptly put all the elaborate psychological tests on one side and tried to invent some common-sense tests for my own use. Amongst these was one based on pictures in *Punch*. My idea was to show to a child what I thought a very funny picture, covering up, meanwhile, the wording underneath. As soon as I saw a smile break forth on the face of the candidate I would match it with one on my own and gently ask "What are you laughing at?" and so get a first impression of the mental alertness of the examinee.

In pursuance of this idea, I showed pictures by one or other of what, I suppose, are the cleverest black and white artists of our time and not a single child smiled. I was so struck with this that on a subsequent occasion I tried the experiment on a second batch of sixty, with precisely the same result.

One hundred and twenty *Punch* pictures and not a laugh! It is true that the children were only about twelve years of age, but they were the pick of the elementary schools in given areas and they were deficient neither in intelligence nor in a sense of humour. I admit that *Punch* is not intended for children of twelve years of age, but there were plenty of laughs when the jokes were read and the pictures were hidden.

As my intended test broke down on every occasion I had to modify it; when the expected laughs did not arrive I substituted for the question "What are you laughing about?" the question "What does this picture tell you?" One of the interpretations offered me by a demure lassie is worth recording. I am writing some few years after the event, and my memory may play me false in certain details, but the story is accurate enough; the details are not of much consequence.

There were two pictures, one above the other, on the same page, representing the same place and people, but under changed conditions. In the upper picture, and in the foreground, a man and his wife were standing, despondingly, by a houp-la outfit on the sands of a seaside resort. Stuck in a peg in the sands was a card bearing the notice "1d. a throw," but no one was throwing. The day was, apparently, scorching hot and all the possible devotees of the houp-la cult were bathing. There was no prospect of business, and misery possessed the souls of the two unfortunates and wrote its story upon their faces.

Then, it would appear, from the lower picture, that either the man or his wife had been struck with a bright idea. The bathers were to be seen shying—not rings at clocks, watches, and pipe racks, but life-buoys at the head of the male proprietor of the houp-la equipment. He was standing shoulder deep in the water, his wife was beaming with joy, and business had become so brisk that she altered her scale of charges to "2d. a throw." In this case there was, if I remember rightly, no printed joke and the picture was left to tell its own merry and whimsical story.

"What are these two pictures about?" I asked. After a few moments' examination the candidate volunteered the following explanation:—

"The top picture shows us a man and his wife with a houp-la stall but no one is throwing. It is so hot that everybody has gone off to bathe. The man and his wife are very unhappy because they are taking no money and may be ruined.

"The bottom picture shows what happened next. The man is so sad at the idea of ruin that he has gone into the water to commit suicide, and his wife is so glad to get rid of him that she won't let anybody throw a life-buoy to save him unless they give her twopence!"

London University Diploma in Dramatic Art.

The first examination under this Diploma was held in July last. The results were announced at the beginning of August. Twenty-one students satisfied the examiners, three obtaining honours. Eighteen of these, including the three honours, were students of the Central School of Speech Training and Dramatic Art; two of the Royal Academy of Dramatic Art; one of the Regent Street Polytechnic. The total number of students examined was thirty-one.

The "Oxford Recitations" took place in the Examination Schools on July 28, 29, 30. Over 500 candidates entered. The men's prize in the finals was won by Mr. Clifford Turner, who also won the Duchess of Marlborough Prize for Shakespearean speaking. Mr. Turner is a scholarship student of the Central School.

LETTERS TO A YOUNG HEAD MASTER.

SECOND SERIES.

BY T. AND B.

VI.—HOLIDAYS, CONFERENCE, OBITER DICTA, AND NEW YEAR RESOLUTIONS.

DEAR W.,

You have not told me what your holiday plans were. I take it you are far too young to exercise that most foolish of all economies—*i.e.*, trying to do without a summer holiday. A voyage to "Norway over the foam" with cruising on its magic fjords, or a stay at Knocke, with its glorious yellow sands, or a month's walking in Tyrol, any of these delightful experiences may have been yours. Then, when you are older, perhaps you may decline upon Cornwall or Scotland or North Wales, thankful that the more beautiful places are in your own country, even if so accessible as to be overlooked. New scenes, new friends, "the common sun, the air, the skies," the absence of routine and, if the gift is yours, the laughter and frolic of little children shall inspire and cleanse you from your starchy officialism and make you companionable, buoyant and hopeful again, with a fresh faith in the young, and new enthusiasm for the work of teaching them.

I often wonder whether the mournful references to education, which are from time to time uttered in the summer by distinguished persons, do not mean that these conference people have missed their usual holiday. I was especially grieved to read the other day that the Head of a famous public school thought that the agricultural labourer who left school at thirteen was often a better-educated man than "many a clerk who suffered complete immersion in a secondary school course *and satisfied with the benefits of his baptism* had since then only become a little more skilled in figures and filing."

Now I have to remark on this: First, that it is quite easy to find cases of people who miss the benefits of their school courses, whether in public, secondary or primary schools, and in the next place that it is agreed that school is only one place of many where education is given. I am even willing to concede that the town boy has not the advantages of reading in Nature's book which the country boy has. But what annoys me is the assumption in the figure of speech that secondary education is a system or bath into which people are plunged or just baptized—something apart from themselves with which they are for a time connected and for which they are afterwards little or any the better, a varnish, or veneer, or colour wash. If any form of education is that, then it is a failure. But if the secondary school is an influence on life, if it is an inspiration, an appeal of heart to heart and mind to mind, if it aims at developing and enriching the pupil's own personality, and directing his life's energy, you would not expect an intelligent head master to call it an immersion or the school a wash-bowl, however "imperfect" the educational "ablutions" he has hitherto met.

Again, a prominent house master is heard to declare that his heart is glad whenever a boy leaves the dining table and proceeds to the "tuck shop" to secure carbohydrates. Most medical men regret that the tuck shop

exists, and many parents who pay high enough fees for adequate feeding say very unpleasant things about the auxiliary food supply which this house master greets almost lyrically.

It was in the summer, also, that a well-known dean declared much of the money spent on education was wasted, and that teachers were lazy and unpatriotic. Dear me!

I hope in spite of these *obiter dicta* that you will continue to believe in the greatness of the opportunity of the modern secondary school. It has, of course, a pivotal importance in the educational mechanism of the country which many recognize; but it has more than this. It has a mission of liberation of gift and character, and growth of comradeship in work and play amongst the children of both the working and the professional classes which may yet make it the most important national asset we have. And those of us who have been given any opportunity of helping to mould this great and important system must ever seek to keep this ideal of its influence before us. That is why I think many people connected with secondary schools will think the words "immersion" and "baptism" inappropriate and the figure unfortunate. One of the most important jobs we have is to persuade parents to allow their children to take full advantage of the secondary school training and to stay at school long enough for the school to have a lasting influence on them. Secondary school life has lengthened, is lengthening, and ought to be lengthened. We believe that we may shepherd our pupils during the trying years of adolescence so that they may bring to the service of their country, in no maimed or worthless way, their ability, industry, and steadfastness. Why not, then, say so? It does so suit the book of the employer, who wants cheap juvenile labour, to be told that, after all, for people with "seven hours a day joyless work" there is not much need of further school education. In all our great urban centres employers are even now only slowly becoming acquiescent in a higher standard of education for the youths they employ—the clerk to the lawyer, or merchant, or shipowner is only required, they think, to be educated to the level of his principal's needs. "He knows enough at fifteen for our purpose," is a statement of a position with which we have had to wage incessant war during the last twenty years. "Does he know enough for *his own*?" may still be the appropriate retort.

Yours, B.

MY DEAR W.,

Do I approve of New Year, *i.e.*, Schoolmaster's New Year (September)—resolutions (a) in general; (b) yours in particular? As to (a) most certainly I do. If a school master does not make New Year resolutions, it means that he is satisfied with the previous year. Satisfaction of this kind is symptomatic of creeping *paralysis scholastica*, a deadly disease, the incidence and the

treatment of which have not attracted the attention which they deserve. As to (b), I approve nearly all of them heartily.

For example, I like your professed determination to look after the writing of the school more closely. You say that after inspecting the scripts of your boys in the examinations at the end of last term, you are greatly dissatisfied with their writing. You add that you are inclined to believe that there is something in the accusation sometimes brought against secondary schools, which runs as follows: Before boys enter secondary schools, they write well; but soon after their admission their penmanship is ruined, too frequently for good.

My observations on this accusation are these: It is, on the whole, true that before boys enter secondary schools they write well—if they have plenty of time. It is not true, in my opinion, that they write well if they have to write much and quickly, as is inevitable in secondary schools. Further, I am convinced, though I cannot prove it, that there are physiological reasons which account for the tendency to write "sloppily" at the secondary school age. But I am bound to confess that the writing is worse than it need be in many secondary schools. I will tell you an incident which explains the reason.

I have a son, who goes to ——— School. (In this connection I want to digress and to say that it is, in my opinion, a mistake for a head master to have his son at his own school. The boy is in a false position there. In spite of every effort to treat him exactly as other boys, the fact that he is the head master's son makes a difference to the staff and the other boys. I do not mean that he is favoured. On the contrary, in order to avoid even the appearance of that, the tendency is towards greater strictness.) This son of mine is a "regular" schoolboy, with normal virtues and failings, and certainly not a "high-brow." I try very hard not to take the school master into the home, and my wife, I am glad to say, discourages any pedagogical intrusions. But one night I happened to notice that some homework which the boy was doing was particularly scrawly and untidy, and I could not refrain from saying: "Surely you are never going to show that up?" "Oh, yes, I am," was the answer. "Old so-and-so will accept anything." That is the real trouble about writing in secondary schools. A boy will show up the worst writing that a master will accept. If the master insists on decent writing, he will get it. If he doesn't, he won't. From your point of view, therefore, it is a problem of influencing your staff. The number of boys who really cannot write reasonably well is extraordinarily small, and with these it is just a question of insisting on the right posture and on holding the pen correctly.

By the way, I forbid the use of stylo-graphic and fountain pens—I believe that they damage the writing—except in the upper school, where the physiological reasons to which I refer above begin to lose their force. Further, I require as much work as possible to be done in exercise books, which can be examined. Work on loose sheets is apt to be less well done.

I also commend your resolution to look after the home work more thoroughly. There is no more difficult problem than that of homework, and it demands all the thought and care possible. Care has to be taken that it is

sufficient on the one hand—too little homework is more likely to be neglected than too much—and not excessive on the other. And it must be thoroughly thought out, so as to ensure its being really beneficial. Far too many masters suddenly remember at the end of a lesson that it is the day for setting homework, and hurriedly set the first thing that comes into their heads. Further, the written and the "learning" work should be evenly distributed. In schools where the homework is not properly organized, boys have nothing but written work one night and nothing but "learning" work another night. Perhaps I may tell you of a practice of mine which I have found very useful. My first job every morning is to see some "slackers" with a view to the cure of their ergophobia. I make each bring me statements of the homework set and of the time which he has actually spent on each task (the latter countersigned by a parent, when the boy himself is prone to exaggeration), and I look at the written work and, if time permits, ask a question or two on the "learning" work. This practice serves a double purpose. It helps towards the reformation of the work-shy, and keeps me in close touch with the homework set in several forms.

Further, I commend your desire to check waste of stationery. In pre-war days, when paper was cheap, there was scandalous waste in a great many schools. I remember the Oxford Local Delegacy calling attention to the flagrant abuse of the paper which they supplied for their examinations. There is, perforce, less waste now, but still a great deal too much. Care should be taken that boys are not able to help themselves.

The only resolution of yours about which I am doubtful is that of addressing the whole school more often. Suffer me to relate another incident which points a moral. The son whom I have mentioned above and a friend of the same kidney who goes to another school, and who, for some occult reason, is called "Mouse," were freely discussing their respective preceptors. I am proud to say that I have so far suppressed at home the school master in me that the vigour and picturesqueness of their comments was no whit moderated by my presence. "We had another pie-jaw this morning from old —," said Mouse, "old —" being an eminent head master who will some day be a bishop. "What about *this* time?" asked my son. "Oh, something about the honour of the school, but I didn't listen," replied Mouse. It is very easy to overdo addresses to the whole school. Boys are a very deceptive audience. Often when we think we are deeply impressing them we are boring them stiff. An address to the whole school has a much better chance of effect when its very infrequency makes it impressive.

Some time ago I got all the lower school to write out the Lord's Prayer. One boy wrote: "And forgive us our trespasses, even as we forgive Thee Thy trespasses"—a very accommodating attitude towards the Almighty, not unlike Omar's

"For all the sin wherewith the face of man
Is blacken'd, man's forgiveness give—and take!"
This mistake was not manufactured, like so many which are published in the papers—e.g., "wasted his abstinence in righteous living," of the Prodigal Son, which is brilliant but smells of the lamp.

Yours ever, T.

THE URGENT QUESTION OF CURRICULUM.

F. H. CECIL BROCK,

Vice-Principal, Goldsmiths' College, University of London.

Among the many skeletons, hidden in the cupboards of the soul, and revealed by modern psychology, there is one peculiarity, recently brought to light, which is so entirely human and delightful that the knowledge of it serves only to endear a man to himself. This is the practice of what is called "rationalization." We adopt, we are told, our opinions; we choose our courses of conduct; we become convinced of our beliefs from unconscious motives which lie hidden far back in the history of man and of the race. It is only when we become critical of ourselves that the reason is called in to fabricate belated rational excuses for behaviour which has in reality no rational history. The very fallibility of such conduct is warrant of its human truth. Unfortunately for our educational system, the curriculum which forms the basis of our cultural efforts has a history closely akin to this. The subjects were adopted and incorporated in the scheme of training in response to various practical needs which were insistent in their day. It has been the unprofitable practice of modern times to attempt to find pedagogical justification for subjects which in their history have no pedagogical origin.

Up to the present no serious attempt has been made to face the important and complicated task of considering what subjects should be included in the studies of different types of children, and what ends, educational, social or industrial, these subjects may be supposed to subserve. It is obvious that such an inquiry would quickly develop branches leading into widely separated fields and calling for the advice and help of people engaged in very different spheres of national usefulness. This is not a matter merely for schools; still less for schools of one particular type. Education can never again be regarded in that fragmentary way. If real light is to be shed upon the question, the claims of the child's individual development, which is the primary concern of the teacher, will have to be tempered and modified by the claims of the many institutions which form part of his social environment now and in the future. Counsel must, therefore, be sought first of all from the teacher of children and the expert educationist. But to this must be added the advice of university teachers of various types, of social workers among the adolescent and adult community, of clergy of different denominations, and, perhaps, most important of all, of enlightened masters of industry. For the problem is after all to devise some form of educational curriculum which shall lead young people to a development that shows its worth in the more profitable living of actual life.

At this point it is, however, especially necessary to add two qualifications. The life for which our boys and girls are to be prepared must be either a type of life which already exists or one which is conceivably attainable in our time. An existence spent in lamenting the lost virtues and comforts of a past age is worse than unprofitable. Much may be learnt from a study of the past, but if this is to end merely in unpractical regret and the cultured insularity which despises the present, the results are not merely valueless, but definitely obstructive. It is also important to remember that in

an age which has mistaken its way so obviously as that in which we live, it is impossible to form any bridge between the claims of personal culture and of industry, unless both sides are willing to make concessions and to suffer adaptation for the achievement of a greater end. For as education grows abstract and academic in detachment from contemporary life, so an industrial system which lays no stress upon its cultural elements is doomed to win for itself both hatred and failure.

Hitherto attempts to deal with the question of secondary school curriculum have been confined to discussions upon the value of individual subjects. The fact that these questions have been considered in detachment from the aim of secondary education as a whole has made such inquiries largely artificial and has limited the likelihood of their proving practically useful. In addition to this the methods followed have been often so remarkable as to be worthy of study. Latin is the subject in the school time-table about which the keenest disputes have taken place, and both disputants and arguments have been curiously selected. Criticism of the value of Latin as a central subject in education has usually arisen from those whose aims are material and who fail to see in what way the accurate study of a dead language and the knowledge of a departed empire can fit boys and girls to be efficient members of a modern industrial nation. The answer has been to request some distinguished professor of classics to prepare an apology for the value of his favourite subject. With much learning and literary talent the professor composes a paper to show how a knowledge of the Latin language is of capital importance to one who would speak and write his own tongue with just discrimination; how acquaintance with Roman government and institutions is essential to a thorough understanding of our own; how great is the debt which modern literature owes to the many original forms invented by the Greeks and borrowed by the Romans; how supremely valuable is the ability to enter into the thought of another race, distant from ourselves in time, but revealing many likenesses to our own. The truth of the arguments must be plain to all who are in a position to judge; but ordinary men and women, looking back upon their school days and finding in their memories nothing more complete than a few grammatical forms and some scraps of information about sequence of tenses and ablative absolute, wonder in perplexity as to what is the connection between the literature and the politics of Greece and Rome and the jumble of unrelated flotsam which has survived in their minds the passage of the years.

When at last the secret is revealed that, whatever the study of Latin may do for average children who pursue it, it does not provide them with a knowledge of more than a very few fragments of the language; it does not make them acquainted with Roman imperial government or civic organization; it does not reveal to them the sources of modern tragedy, comedy and satire, a second type of apologist arises who writes with creditable conviction, but often without much trustworthy evidence, of the unique value of the mental gymnastic

provided by even an elementary study of the Latin language. Psychologists are immediately found to assert, as the result of observations at least satisfactory to themselves, that there is no such thing possible as general mental training, but that proficiency in one subject is only of value in that subject, and in others closely akin to it. For a moment the battle seemed lost, but psychologists rarely agree together for long, and the recent wide popularity of tests of some central faculty of intelligence which the Board of Education has called "educable capacity" has caused the champions of mental gymnastics once more to raise their heads.

The latest contribution to this vexed question has been made by a professor of education, who takes the cynical view that ease in marking is the special quality which endears the study of Latin to the hearts of schoolmasters. The fact that what can be easily marked by the teacher can be readily criticized by the pupil himself does not seem to have occurred to this learned writer.

The controversy as to the status of Latin in the timetable has been considered at some length, because it reveals so thoroughly the partial views, the special pleading, often the irrelevance of the arguments adduced—phenomena which must always appear where so great a subject as curriculum is broken up and studied by interested persons in abstracted and unrelated fragments. Surely the time is come when the subject matter of secondary education should be carefully reviewed in the light of a definite aim and by the help of all those who have special knowledge of the later needs of the adult mind.

I. SHORTER GEOMETRY: by W. G. Borchardt, Cheltenham College, and the Rev. A. D. Perrott. (Geo. Bell and Sons. Pp. 258. 4s.)

II. ELEMENTARY GEOMETRY: by C. P. Durell, Winchester College. (Geo. Bell and Sons. Pp. 312. 4s. 6d.)

Two reports on the teaching of geometry have been issued recently, one framed by schoolmasters—*i.e.*, the Assistant Masters' Association—and the other largely by men on the staffs of university colleges—*i.e.*, the Mathematical Association. Their contents are much what might have been expected—consult the first for directions and the second for stimulus. The authors of these books have adopted both the recommendations and the sequence of the first of these. Mr. Durell has also made some use of the second. The same ground plan therefore obtains in both books. General ideas and facts are followed by a deductive development arranged in some 50 to 60 propositions, with about 20 constructions numbered separately. Division into books has been replaced by sections—not very clearly marked in I—dealing with such groups as Areas, Loci, Circles, etc. The examples are most plentiful all through the books—numerical and theoretical; paper and print are very satisfactory, with convenient spacing and propositions starting almost always at the top of the page. Book II calls for a few additional remarks. There are 72 revision papers of four questions each scattered through the book. The three Appendices deal with propositions whose proofs should not be required in any public examination, with proofs by the use of limits and with concurrency properties of the triangle. The system which is manifest in the arrangement of this book makes a great appeal both on its own account and for the greater convenience enjoyed by the teacher, but the valuable and distinctive feature of the book is certainly the collection of riders, unique among the books we know, for originality and variety of scope and of interest; apart from its other merits we can strongly recommend Mr. Durell's book on this score alone.

GLEANINGS.

An American View (from "Eris," a novel, by Robert W. Chambers). (Note—Eris, the heroine, is sent to a village school at the age of 7.)

Eris learned little in school. There is little to learn in American schools. No nation is more illiterate. And in the sort of school she went to the ignorant are taught by the half educated.

None of her teachers could speak English as it should be spoken. In their limited vocabulary there was no room for choice of words. Perhaps that was why negatives were doubled now and then.

As for the rest, she was stuffed with falsified history and unessential geographical items; she was taught to read after a fashion, and to spell, and to juggle figures. There was a nature class, too, full of misinformation. And once an owlish, elderly man lectured on physiology; and told them in a low and solemn voice that "there is two sects in the phenomeny of natur, and little boys are made diffrunt to little girls."

That ended the lecture, leaving every little boy and little girl mad with unsatisfied curiosity, and some of the older children slightly uncomfortable.

But the Great American Ass dominates this splendid land of ours. He *knows*. He'll "tell the world."

COMPETITIONS.

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 five hundred words or less on

The Perfect School-Inspector.

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

My Favourite Person in History.

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, and prizes may be divided or withdrawn at his discretion.

The last date for sending in is the 1st of November and the results will be published in our December number.

EDUCATION ABROAD.

INDIA AT SCHOOL.

By a former Head Mistress in the East.

It has been my lot for many years to work in the East and to have seen our Government planned and aided schools as they are.

To-day the future of India is the subject of lengthy and serious consideration. Granted that the problem is hydra headed, there is one aspect of it which must force itself upon every keen thinker. If Britain has set herself to educate India, how is she doing it?

To India we have transferred what Ruskin calls the ideal of the "Great goddess of getting on" by means of success in examinations, and this has now become the ideal of the rising youth of India.

The Indians, although naturally fond of study if they get an opportunity, are a sensitive, assimilative race, and they adapted themselves readily to this idea—the result of which may be seen to-day in the system of cram to which the young are subjected. Little text books containing the barest epitomes of knowledge, badly printed, cheaply bound, are put into the children's hands. They practically learn these by heart and reproduce them next day in class, unassimilated, undigested, to teachers who often know little more than the pupils.

When I was for a time in charge of a girls' boarding school for Indians in the Hills, I went into the seventh standard to watch a lesson. It was a reading lesson on "Greece." The Government reader, which they were using, contained in two pages and a half a rapid summary of the history, literature, philosophy and art of Greece, all of which was contained in two or three closely printed pages of a small text book. The idea, in itself a good one, was to give some general background for future knowledge and reading, and, in the hands of a capable teacher, who knew the subject, the lesson might no doubt have been made both delightful and profitable. The teacher, however, like most of those in these Anglo-Vernacular schools, was entirely ignorant of everything about the subject except what was contained in the little text book. The class rapidly read through the lesson in turn, each girl reading a paragraph till it was finished, when others read it again so that all had a turn. Then a rapid series of questions "Name two Greek philosophers," "What was the Parthenon," "Name the battles between the Greeks and Persians," etc., were given and answered as far as possible in the words of the text book. The whole lesson lasted for twenty minutes; blank, dull, uninterested faces of both teacher and children showed how little any of them had gained from it. From such a class as this, pupils are passed on to the so-called "High Schools" where they are prepared for the matriculation, the great objective of every promising school boy or girl in India, so much so that to be a "Failed Matric" is quite a recommendation! The work for matriculation again consists in getting up a few text books by heart, this time in English. "English Literature" is a name given to a species of lesson in which probably a play of Shakespeare, a novel such as "Scenes from Clerical Life," which they were doing when I was in charge of a High School in Bombay, and perhaps such a poem as Goldsmith's "Deserted Village,"

are painfully and laboriously "got up," with of course careful attention to the learning of "Notes" at the end of the book. As to the kind of knowledge their teachers possess, the following answers will show. I set as part of a question for students "Name two poems in English suitable for a class of children aged about twelve." Answer: "There is a happy land far, far away," and Thomson's "Seasons." Another teacher gave as examples: "A Hymn to the Virgin" and "She Stoops to Conquer." Probably these were the only works they happened to have *heard of*, not probably read!

I found later the explanation was that in the year when they matriculated, Goldsmith's poems had been set and "She Stoops to Conquer" was given in a *note* at the back as his work. One had probably been educated in a Protestant Mission School, the other in a convent, hence the choice of hymns. These are authentic examples from candidates who had entered for their Government Teacher's Certificate when I was Government examiner.

"What might be"—Indian children are keen students, ready to drink in knowledge, eager to learn. I asked a large class of little girls in the Practising School attached to the "Teachers Training College," of which I was later in charge, whether they were glad the holidays were coming and with one voice they all shouted, "No, no, no, school is *far* nicer, we should like to come *every* day in the holidays and stay *much* longer."

The Government gave me an absolutely free hand both in the college and school, although all schemes of work were submitted to them for approval. Thus it was possible to encourage wide general reading, to abolish all this wretched examination cram and to plan out a curriculum which gave scope for original thought and a wide variety of subjects, including general history, literature, science, history of art, handwork games and physical training, etc. The development of interest in both students and children was remarkable even after a few months. Whereas they had hitherto been accustomed to learning one or two books by heart, they now had a good library in which they could browse at will and of which they took full advantage. Their artistic tastes developed in remarkable fashion; a large collection of photographs of Indian architecture was presented to the college and also one of European buildings, such as the Parthenon, Amiens Cathedral, etc. Even the little kindergarten children used to love to look at these, and would ask many questions about them. So keen were the students to take every advantage of the chances provided that on the last day of the term they might be seen reading until the very last moment before they had to leave. As an example of their delight in this wider type of work I recall a lesson in which I read aloud a play of Æschylus. A student asked me to lend the book to her that she might read it for herself and later returned it without comment. Some months later I found she had read all the plays for herself. I felt that if it fell to her lot to be in charge of the seventh standard I had once watched in the school in the hills she would give a lesson very different from the one I heard there.

EDUCATING BRITISH NEW GUINEA.

BY PERCY CHATTERTON, A.C.P., *London Mission, Port Moresby, Papua.*

In Papua, to give to British New Guinea its modern and official designation, as elsewhere in the Pacific, the missionary has been the pioneer of education; but whereas in some of the more advanced islands Government has now relieved the missionary of his self-imposed task, in Papua he still retains it. This is not because the Papuan Government is not interested in native education; on the contrary, it is intensely alive to the need for a progressive and enlightened policy in this matter. But those responsible for Government policy realize that apart from the missionary stimulus there is very little to attract qualified teachers of the best type to take up work such as this; and consequently they very wisely leave its carrying out to the missionary societies working in the territory, contenting themselves with assisting the work financially. In addition to the general grants to missionary societies for educational work, further financial help is given to such individual schools as teach English.

The educational facilities available at the present time are as follows: Firstly, on each mission station there is a school conducted by the white missionary, generally with the assistance of his wife and of one or more native pastors. This school provides for the children of the neighbouring village or villages, and also, in most cases, for a small number of children from other villages living as boarders within the mission compound. There is usually a school-house available, though frequently only a rough building constructed of native materials. Secondly, at each village where there is a native pastor, the latter is expected to act as schoolmaster during the week. He conducts his school either in the open air, in the church, or, if the school is only a small one, on the verandah of his own house. The only oversight he gets is that of a periodic (generally quarterly) visit from the white missionary in charge of his district. Except in a very few cases indeed, the English-teaching schools are to be found in the first of the foregoing categories. These English-teaching schools are inspected annually by a representative of the Government in respect of their English teaching. Apart from this there is no form of Government supervision.

Such is the modest extent of primary education in Papua. Wherever a school at which English is taught is available within reasonable distance, such education has been made compulsory by Government, though the enforcing of attendance is not an easy matter. The only form of higher education at present available, is, as far as the present writer's knowledge goes, that given in the missionary societies' training colleges for native pastors.

Recently a rather more ambitious programme has been initiated at Port Moresby, the centre of Government, where the London Missionary Society has been able to erect a school-house of a more elaborate type than is found elsewhere and appoint a trained schoolmaster and a trained infant school mistress to devote their whole time to developing the educational work. The conditions at Port Moresby are particularly favourable to such a development. The village is an unusually large one for this country, and owing to proximity of the

white township and the large number of well-paid posts available there for educated natives there is a keenness for education among the natives themselves which naturally is not found in the more backward and isolated parts of the territory. In this school about five hundred boys and girls from six to sixteen are taught co-educationally, working and playing together on absolutely equal terms. English is taught on the direct method and is commenced in the lowest classes. In the top form the teaching is almost entirely in English, and includes some simple geography and hygiene. It is recognized that here, as elsewhere in Papua, too little attention has been paid in the past to the possibilities of education through handicrafts, and efforts are being made to remedy this defect. The recent action of the Government authorities in sending an expert on handicraft education to visit the principal mission schools and advise on courses and methods has been a great help in this direction. Games have never been neglected, and hockey (with home-made sticks) has recently been added to cricket and football as a school game. Teachers in England who think theirs is a strenuous life should come to Papua and try a game of hockey with the thermometer standing between eighty and ninety! When it is remembered that even this, the most "advanced" spot in Papua, where the native has been longest in contact with the white, is only two generations removed from the Stone Age, and that the great-grandfathers of many of the children now in this school once gathered together, little more than fifty years ago, to decide whether or not to kill the first white man to settle in the territory, the results which are already being obtained are distinctly encouraging.

But everyone who has studied the problem of native education agrees that it centres round the native teacher. While there is every possibility that the number of white schoolmasters and mistresses on the staffs of the missions will be increased to some extent in the near future, it can never be hoped to touch the bulk of the people except through the medium of the native teacher. The training of this individual therefore becomes a matter of very great importance. As I have already pointed out, the village school is conducted by a man who is primarily a pastor and only secondarily a school teacher. Unfortunately his training aims at preparing him for his pastoral rather than for his educational duties. Definite training for his work as a teacher of children is at present almost non-existent and will need to be supplied before we can expect the native pastor-teacher to make much of the village school. It is hoped that in the future the school at Port Moresby may become a centre for the training of native school-teachers.

Even assuming adequate training for school-work, the pastor-teacher arrangements can never be entirely satisfactory, since the qualities requisite for the two functions are rarely found combined in one man. But with a comparatively small population scattered in small villages over an enormous area it is difficult to devise any alternative which does not involve a much larger expenditure on education than either Government or Missions can face.

SCHOOLCRAFT.

PHONETICS AND THE ENGLISH LESSON.

By MARGARET STEPPAT, M.A., *Lecturer and Tutor, Maria Grey Training College.*

In order to obtain some general verdict on the real practical value of phonetics in connection with school work, and some knowledge of how far the subject is cultivated, the Maria Grey Training College, Brondesbury, sent out a questionnaire to sixty secondary schools in the Middlesex and London areas. Answers were received from 47 schools. Of these, 17 taught no English phonetics; nine who did so were unfavourably impressed; 21 reported favourably on the work. The following are the questions asked:—

(1) Is there, or has there been, in the school any instruction in phonetics, or training in sound, connected with English?

(2) At which period of the school career is it taken? (20 replies.) All agreed in placing the instruction before French, generally in a one-year course, sometimes in a two-year course. (*See also below.*)

(3) How many weekly periods are given to it? (24 replies.) More than a third gave two periods for one year; some one period for two years or one year; some replies indicated that portions of periods were taken.

(4) By which member of the staff is the instruction given? *Answer:* By English or Modern Language specialist.

(5) What is the aim of the course? (*See later paragraph—"Aims."*)

(6) What method is employed and what text-book employed by the teacher? (23 replies.) No special method was revealed, but the importance of oral instruction was frequently emphasized. Ten instructors used no text-book. Those mentioned by others were L. H. Althaus (second edition, L. H. Allison); "Sounds of the Mother Tongue" (W. Ripman); "English Sounds for English Girls and Boys" (Dent); and Jones's (presumably Daniel Jones's) "Pronunciation of English" (Cambridge Press). No one mentioned Mr. Hardress O'Grady's "Classroom Phonetics" (Constable).

(7) Is any particular apparatus used? (22 replies.) Most said "No"; five mentioned hand mirrors, four sound charts. One used the gramophone.

(8) Is any notation used and has it caused any confusion for the children? (20 replies.) Four used no notation; sixteen, the symbols of the International Phonetic Association, and found no confusion with English spelling. In conversation with one or two teachers I have learned that when notation is avoided it is because of fear of such confusion.

(9) Does the teacher consider that the course is justified by its results and does the speech of the children improve? (30 replies, 21 favourable.) Some of the replies are here given:—

"There is a gradual improvement in speech to be observed, particularly in regard to vowel sounds."

"Yes, certainly." (This answer occurred more than once.)

"The course is justified, but the best results will only accrue when all teachers who use English in their work concentrate on the end desired. This could be done without detriment to their special subject."

"I am confident that such training should form part of the normal English course."

"The benefit to French in the following year is remarkable."

"We hope to do more; and when English teachers are properly trained in phonetics they should be used in every class."

The nine unfavourable answers are detailed. One admitted some success in school; one was doubtful ("though it helped the French"); one thought it doubtful (though "it *did* improve the enunciation of some pupils"); one thought it had "not much practical value"; one discontinued ("a few hours of home counteracted it all. However, I still, on occasion, teach them the vowel sounds"); one reported "Very disappointing. Speech in school improved, but little or no improvement outside"; one wrote, "Home environment in a day school counts for more than any amount of phonetics"; one, "We have modified the course and now rely more on the ordinary correction of words badly pronounced"; one, "The children become aware of the incorrectness of their accent, but whether their faults are eradicated is a doubtful point, as the home influence is very strong."

The 21 favourable verdicts came from eight boys', six girls', and five mixed schools; the unfavourable from three of each description. The 17 schools who teach no phonetics include ten girls', four boys', and three mixed schools.

Aims and Limitations.—The aim of the work is simple and direct; to endeavour to improve the speech of the children by giving them greater control of the speech organs. All theory placed before them must serve this end. Pure phonetics is a science outside the scope of the schoolroom.

As far as good models are concerned, and the general attention to good speech, it is never too early to begin this improvement. Many children have a good phonetic ear, and simple guidance about the position and rounding of the lips and insistence on sounds of clear, clean formation are a great help. The most frequent quality of bad speech is lazy production. There comes a point, however, where specific instruction is required. The usual practice is to give to the work one period or two for two years or one, as the barest minimum, in the school years immediately preceding the teaching of the first foreign language.

Where scholars enter the school aged 11 years, an intensive course in the phonetics of English is recommended, extending over about four weeks before beginning the foreign tongue. With a daily period this means about 20 lessons. A good deal might be accomplished in this time, and the work could be continued in periods or part periods of English work.

The principle is that somewhere in his school career the child must have his attention directed to human sound, should attempt to understand its production, recognize differences with an ear somewhat trained and practised, and have some positive control of his speech

organs. The worst adverse factor to be reckoned with is often the home influence. Sometimes a class consciousness makes boys specially regard good speech as a contemptible affectation. But it is not necessary to despair on this account. It is not impossible that the children become bilingual within their own tongue, and will use the better speech when they want it. Sometimes the subject lacks recognition in school, and when pupils begin late and speak badly, it is frequently almost too late to train the muscles to better habits.

The training of the teacher is indispensable. It is impossible to "pick up" phonetics from a manual without help. But this is available in vacation and University courses. Advanced theory is not necessary, though the correct scientific approach is.

Method A. Theory.—The course should be begun with some instruction in the anatomy of the throat—generally a new theme. The passage of the breath, parts in the neck, their nature, and even the purpose of the lungs should be made clear. Simple names help: nasal passages, pharynx, larynx, glottis, epiglottis, wind-pipe, food-pipe, etc. The division of palate into hard and soft can be known by actual discovery. A section of the mouth and neck in shading is a help. It can easily be copied from any manual on phonetics; it should, if possible, be drawn on the blackboard before the class. If it is possible to obtain or borrow a model of the larynx, it should be done by all means. A sheep's head is not very suitable for the classroom, and young children do not carry away very clear ideas from seeing it. They get better ones from stereotyped models and blackboard diagrams. A good many of these ideas lose their precision later, but if the foundation has been laid they can at least be recalled. This approach will produce the minimum of error.

The nature of vibration is very important, and should be carefully dealt with. Many sounds produced by vibration, some of them very familiar, can be investigated by the pupils—*e.g.*, the vibration of telegraph wires in the wind, wings of bees, big flies, humming birds. The noise made by the wind in the trees is analysable into vibration plus friction. Friction can be noted here, and the connection in the case of fricatives noted later.

This knowledge of the nature of vibration now applied to the human vocal cords makes the understanding of voice easy and the difference between sounds voiced and unvoiced clear for ever. The hand placed to the throat shows even children, by the sense of touch, when vibration is present. The singing test also helps.

B. Practical Work.—This theory would occupy but a part of each of the initial lessons. The work should be connected throughout the year with breathing exercises for the development of the muscles of the mouth and neck. Much control of the speech organs is gained by discipline of the expiration and inspiration. There is abundance of such work suggested in "Clear Speaking and Good Reading" (A. Burrell; published by Longmans).

The practical work of uttering pure sounds would also begin with the first lesson. It frequently needs much patience and persistence in the face of discouraging failures to continue this work. But it is after all the very portion of the work for which the course is given, and the bulk of the time and attention

should, after the first half-dozen lessons, be devoted to it. The discovery that a different mouth position or tongue position cannot fail to produce a different sound should be made by the children in the first lesson. The inevitability of it should be brought back to them again and again.

For this portion of the work Miss Allison's book is invaluable. The model lessons given in Mr. O'Grady's "Classroom Phonetics" begin by considering the nature of vowels, but Mr. O'Grady confesses in his introduction that he would, in a second experiment, begin with consonants, the production of which is easier to study. Miss Allison begins with a vowel sound, but adds consonants before concluding all the vowel sounds, and studies both concurrently. If one is guided by one's class and asks for sounds, vowel sounds will always be given first.

As vowel sounds are given, analysed and practised, the vowel angle (or triangle) will gradually be built up on the blackboard. I have spoken with teachers who contend that the discovery of the vowel angle and the relative positions of the vowel sounds in it is impossible for children. I admit it is difficult; I will even admit that it is impossible to get complete accuracy. But more than one class has convinced me that the trial and the effort are well worth the failure, so to speak. At any rate, a large number of children will be able to state without difficulty whether a new sound is produced before or behind one already known. The vowel angle will thus be evolved slowly by combined efforts of class and teacher, and evolved afresh by experiment each time it is forgotten. This is much better than using a sound-chart, for it depends again and again on aural instead of visual experience.

Analysis.—The children can make numbers of observations on the nature of sounds on their own account. A valuable class-exercise is the discovery of the number of elemental sounds in a composite one uttered by the teacher. It is wise that observation and analysis should be kept away from actual words for some time, so as to avoid the influence of the regional dialect.

Apparatus.—The best apparatus for observation and analysis the child has always by him in his own ear and speech organ, and these should be plentifully exercised. Each child should have a small mirror to assist in observing the position of the lips, opening of the mouth, etc.

Notation.—It is not obligatory to use symbols for sounds. I know of very successful teaching which employs numbers for the vowel sounds (*see also* the reply to Question 8). For written exercises, dictation, etc., see Miss Allison's book.

Judging from the replies to the questionnaire success depends not only on the trained teacher but also on the use of a good text-book, oral methods, and a certain amount of time. The failures were those who used no text-book, no particular method, no fixed period, and no apparatus. Stated thus it is easy to understand; it did not always seem clear to those who had used well-meaning efforts.

Notes.—My own lessons have been taken with Form Upper II, Brondesbury and Kilburn High School, and I have used the method just outlined. The following details may suggest issues which need care or expansion.

Only one child ever knew beforehand that breathing was done with the lungs. The purpose of the function was, of course, unrealized, and the existence of the voice-box was unsuspected.

I avoided at first the use of the word phonetics. It inspired (in the opinion of an acquaintance who had already experimented) horror, disgust, and even fear. For some weeks, therefore, we used the term sound-training, and only after the word phonetics had been examined and allied to gramophone, megaphone, telephone, etc., and the necessity for a phonetic alphabet had been discovered, did we become familiar with the word.

The children enjoyed isolating sounds. Hitherto all had been "noise" to them, but they picked out simple sounds by the third lessons and brought me such examples as the sound of a boiling kettle, of the tick of a clock, the ring of a bell, the fall of raindrops on a window-sill, the fall of a book, etc. We reminded ourselves that these sounds were not produced by any mechanism such as the human voice, but a little later several of the children tried to write down even these sounds in phonetic symbols. They took great interest in trying to write down in phonetic symbols the cries of animals whose production approaches the human. These records were to be obtained by listening to the animal in question, and not to be translated from the supposed reproduction in a book.

Three or four children had a young baby at home, and wrote down sounds uttered by the child, as *ga*, *da*, *ba*, *gu*, etc. I pointed out that the young child makes hundreds of phonetic exercises on vowels, consonants, and syllables, before it trusts itself to the formulation of complete ideas.

The noise made by a certain humming-top was discovered to be due to the vibration of thin metal blades in spinning.

I made a good deal of use of set sentences similar to those suggested by Mr. O'Grady, and consider that they were a great help to good articulation and accent. Where possible, the faulty and the good pronunciation were written up in phonetic symbols and the difference discussed. A good many common errors were dealt with in this way, and children discovered themselves to be constantly using mistakes of accent.

In taking a course in an elementary school I used the same methods, but found myself obliged to proceed more slowly. The natural sense of hearing seemed, on an average, not less good but less used.

Modern Language Classes.

The L.C.C. day and evening modern language classes for adults are being held at the school in Princeton Street, Bedford Row, W.C.1. Grammar and conversation are taught, and there are additional lectures and classes for the more advanced students. The fee for the session till July, 1926, is 10/-. Mme. Joly, the deputy principal, will be pleased to answer enquiries and give advice to intending students.

New Testament Greek.

The Saturday morning Greek New Testament classes for women will begin at King's College, Strand, on October 3rd. The subject will be the Epistles to the Corinthians, and the translation will be made from the Gospels. Particulars may be had from Miss Blackburne, 37, Chester Terrace, S.W.1, if a stamped and addressed envelope be sent.

POETRY FOR BOYS.

By W. H. EDGE, *Edgeley R.C. School, Stockport.*

"All delight in poetry may be easily killed by ill-judged selection of pieces."—(Newbolt Report, par. 92.)

Most men who recall their school days remember the joy which was kindled by the reading of poems of action. The fight between Fitzjames and Roderick Dhu was a real thrill, but the famous passage on the autumnal leaves of Vallombrosa awakened little response. However lamentable, it is probably true that most people derive more pleasure from Kipling's "Ballad of East and West" than from "Hamlet."

It is unwise to allow boys *in school time* to make their own choice of poetry for memorizing. A natural love for great literature is the possession of a minority, and these can be trusted to develop their taste in their own homes. One of the outstanding benefits of school training is that conferred by class teaching; a benefit which is in danger of diminishing in these experimental days. The teacher of English can do better work with a single poem for a united class than by attempting to supervise the diversified efforts of individuals, particularly if he will ask himself, "What is the kind of poem which boys in general like best?"

Why are the novels of Jack London so extremely popular not merely with the general reader but also with those who have a real love for literature? Is it not because of the manly spirit which breathes through every page? For the same reason, "The Cloister and the Hearth" is the most popular historical tale in the English language. Robert Herrick's poem, "To Daffodils," is greater by far than Alfred Noyes' verse, "The Highwayman," but there can be no doubt as to which the majority of boys prefer. It is not suggested that the poetry should be omitted but that they should have the verse as well. The reason why lads appreciate spirited poems is not merely the fine ring of the lines, but because they tell a story which is within their comprehension.

The teacher who has had charge of a class for some time has unconsciously impressed upon its members something of his own tastes and character, and he will be well advised to cause them to learn some of the "rousing" verse that impressed himself in his boyhood days. In my own case, I particularly remember the following:—"The Cavalier's Escape" (G. W. Thornbury), "Fontenoy" (T. Davies). (I have only seen the latter published in McDougall's Historical Poems.) "Mary, Queen of Scots" (Bell), "The Armada" (Macaulay), "The Dream of Eugene Aram" (T. Hood), "Barbara Frietchie" (John G. Whittier), "Young Lochinvar" (Scott).

I remember an inspector saying, "I wish that *Basil Underwood* had been shot." But the present generation of inspectors have not been wearied by either the sound of "Curfew must not ring to-night" or by "Gelert's dying yell."

From the works of modern writers, "Vitia Lampada" (Newbolt), "Andre's Ride" (A. H. Beesley), "Sir Hugh and the Swans" (Mary F. Robinson) will be found to make a particularly strong appeal. The two latter are published in the Oxford Reading Book IV.

READING IN GROUPS.

BY MARCELLA WHITAKER.

Small children gain great benefit from reading aloud in small groups to a group leader, though this is not an enjoyable lesson so far as the teacher is concerned.

In the first place, there is plenty of noise. Much of this is necessary, even inevitable, of course, because, if a class of sixty is divided into ten groups, then ten children will be reading at the same time, and probably all reading different books. Even if fewer than ten groups are arranged, still, six children will probably be raising their voices at once.

The less proficient these children are the more they will shout, because control in reading, as in other matters, comes with skill; and not until we are master of a tool do we use it without waste of energy.

So Tommy, who recognizes words with difficulty, shouts more and more, and Billy tries to drown his voice so as to shut out the distraction. All this makes the lesson a harassing one indeed. The teacher's ears will be assailed by "And the"; "Mary was"; "It ran along"; until the room seems to re-echo confused sounds.

All the same, it is worth while, if it can be arranged at all, to use this method of teaching reading at times, though certain points need to be watched.

In the first place, each group must consist of children fairly equally matched, so that no one is bored by his neighbour's slowness, nor yet bewildered because he cannot read rapidly enough.

Then, in order that each child may get as much practice as possible, the groups should be as small as the available space will allow, and the group leaders must be trained to see that no child encroaches on the time allotted to the other members of the groups.

As a rule the group leaders will be the quickest readers, but sometimes a plodding, careful child makes an effective leader when only slightly in advance of his fellows, if he has the knack of keeping them going.

Of course the words met with in the passages to be read must be familiar to the group leaders, and this means that they must first have read them aloud, not necessarily on the same day, to the teacher. Otherwise strange mispronunciations may creep in, and the little "teacher" may lead his group astray.

Thus it may happen that a quick reader with a small home vocabulary may not prove as effective a group leader as a slower reader whose home training in language is good.

The choice of leaders is very important, though changes are often good, and sometimes it pays to give a child a chance when one knows he will not succeed very well.

There is always the restraining or helping influence of the group as a whole to consider, and this should help to pull in the right direction.

The whole idea underlying this system is to give each child in a large class the necessary practice in reading aloud without boring the rest of the class, or wasting the time of the teacher.

Whilst this reading is in progress the teacher's task is to help any group that is in difficulties, to see that all are working, and that no one is taking advantage of a weak leader, and also to detect any errors which may pass unnoticed by the children.

When once the children understand the method, however, mistakes should be few, as the listeners refuse to allow these to pass, and are eager to correct or to help.

Sometimes there seem to be great practical difficulties in the way, so that the class teacher gives up the struggle in despair.

Perhaps there is another class in the same room, or perhaps only a thin partition or curtain separates one class from another. Then, should this method be persisted in, there will be a bad twenty minutes, twenty minutes of purgatory, for the teacher next door, unless she also indulges in group reading at the same time. Then the teacher across the corridor may protest.

Sometimes one can take advantage of the period when the class next door is taking physical exercises, if the time table is well arranged, and pursue one's way without annoying any one.

Sometimes, too, one can make use of the central hall or corridor for this purpose. I have even seen children in an overcrowded school using the cloakrooms in this way!

Then what about the playground? No doubt we shall have plenty of spectators as soon as we marshal our groups in the open air, but we all have to become accustomed to that. As a general thing, I do not think that most of us use the playground as much as we might for such lessons as this. The children could stand, in the open air, for the single lesson period—provided the weather were not inclement, of course.

No blackboard or furniture need be taken out, only each child could carry his own book, and each group would form a small circle or semi-circle round the leader. These groups need not cluster so closely together that they will interfere with each other, and if the children are well trained, they will work just as well out of doors as in their own classroom. If they do not, more out-of-doors lessons should be taken until they do.

Of course one cannot stand in the open air in wintry weather, but more and more it is becoming apparent that our children do not get the full benefit of the sunshine and fresh air that are available even in the towns. It often happens, in fact, that a bright corner of the play-ground is warmer than a dull class-room, and yet remains unused.

The reading lesson, taken as suggested here, acts as a tonic, and the children resume class lessons with sparkling eyes and interest shining in their faces. They have read, and some one has listened, and they are satisfied. So often a small child wants to read to us and we have to discourage him because of lack of time and the needs of his class-mates. But he is satisfied if some one has listened.

So it is well worth while to plan this group reading at regular intervals.

DAILY LIFE IN TUDOR TIMES: by I. L. Plunket. (Oxford Press. Herbert Strang's Readers. 1s.)

A very interesting and instructive little volume which compares favourably with some more pretentious works on the same lines—useful both as a reader and an adjunct to the history text book.

The author's historical "powder" is of good quality, and he has by no means forgotten the "jam." We think that the average boy will read it with pleasure and profit.

MUSIC.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

Early Rhythmic Training—III.

(Continued from August and September.)

Another record to which infant classes have taken very kindly is the Allegretto Scherzando movement from Beethoven's 8th Symphony (Col. L.1539). (This movement was Beethoven's joke with Maelzel, the inventor of the metronome). The children soon notice the regular tick-tock rhythm of the woodwind and horns which forms a background to the playful flitting of the subject given out by the strings. Then while they listen to the music they lightly tap with this background whenever it is heard. It proceeds almost continuously until the beginning of the second subject, which strides along more ponderously and in a more stately fashion without the skittish little steps. I have found it better to repeat this first part of the movement several times, so that the children may become familiar with it, rather than to give them too much at one time. To prevent monotony in the accompanying tapping let there be a difference in the taps, a slight accent on the first of every four. After a time we vary the exercise by tapping the tune, or one part of the class taps the accompaniment and the other claps the tune or dances to it. Another variation is the tapping of the accompaniment in one hand, or with the toe, while the other hand has the tune. All this necessitates carefully listening for the few places in which the regular tick is broken. Eventually the remainder of the second subject and the little link which leads back to a complete restatement of the two subjects are taken in hand. Notice in this part how the accompaniment changes in places to "tock tick." The second half—from the re-entry of the first subject—is a repetition of the first with the usual change of key for the second subject (with older children this can be discovered by singing the doh each time), and the addition of a few bars as an ending (Coda).

The Minuet on the next side of this record is a useful contrast to the Mozart Minuet which we considered last month. The latter moved in a somewhat dignified manner, chiefly in taa, whereas this seems to have a more boisterous background, and moves generally in tatay with every now and then taa-atay. The trio (last half of the record) begins on the horns and is useful as following up the horns of the Mozart Minuet: while in addition to the horn the clarinet is also prominent in the trio and its tone may usefully be compared with that of the flute heard in the trio of the latter. Those who do not possess the next record (L.1540) may complete the minuet by returning, at the end of the trio, to the beginning of the record and stopping before the trio—though of course the adoption of such a course will necessitate the repetition of each half of the Minuet: there should be no repetition of its sections in its final appearance.

(To be continued.)

BLUE BOOK SUMMARY.

Arithmetic in Elementary Schools.

The little pamphlet bearing the somewhat misleading title, "The Teaching of Arithmetic in Elementary Schools," is a cheap three-pennyworth. It describes an investigation and its results into the general position of arithmetic instruction carried out in March, 1924, by inspectors. Some 55,000 children were examined with no regard to any particular educational doctrine or theory, with a view to finding out "how much children knew, and what they can do when they leave school, and to illustrate thereby the degree of efficacy of the teaching." The work was tested at two stages, Standard V and Standard VII, with the object, so it would seem, of discovering to what degree the criticism passed on the teaching of arithmetic in elementary schools, by employers or would-be employers and by evening school teachers, who held the opinion that things were not as they should be in the schools, was justified.

The enquiry in the main was directed to find out "the degree of proficiency shown by children in tackling arithmetical questions of several types, particularly those involving rapid mental processes, mechanical accuracy or powers of thought and intelligence"; and also, "the relative ability of boys and girls of children in poor districts, and children in well-to-do districts, of children in large schools and children in small schools."

All children had to attempt ten problems in mental arithmetic, and then the class under test was divided into two. One half was set to answer ten questions which involved mechanical operations only—such as simplification of fractions and common factors. The second half were asked to answer questions of a more miscellaneous order—the tests being reprinted editions of cards formerly used in "Labour Certificate Examinations." Such comparisons as could be made with the results obtained with similar tests used thirty or forty years ago go to show "that there does not appear to be any falling off in the standard of attainment in arithmetic to-day, especially when it is remembered that the brighter children are now drafted off to secondary or selective central schools to an extent which was not possible in the past." Ten minutes was allowed for the mental arithmetic, and forty-five minutes for the written tests. Mistakes, however slight, in the mental and mechanical tests were absolutely fatal; but in the problematic questions credit was allowed even for faulty working, if it showed the question had been understood.

All kinds of schools in every part of the country were chosen, and graded as "A," where the general work was above the average; "B," general work average; "C," general work below average. The results show considerable differences in the schools of each grade. Arithmetic is good where English and other subjects are good, and poor where the general work is poor.

Boys are apparently in general better at arithmetic than girls. The average percentage marks obtained by boys was in all the tests in both the standards higher than the girls—much higher in the mental and miscellaneous questions. All the comparative tables given in the pamphlet are interesting, though of course they don't "exhaust the possibilities." Table 6, for example, gives a comparison of the work of girls in small girls' schools and in small mixed schools. According to the figures, girls in large schools fall below girls in large mixed schools under a head master; girls in small mixed schools are more successful than girls in small girls' departments. One conclusion that cannot be drawn "is that women are less capable than men of teaching arithmetic." Table 8, which analyses the results according to the time given to arithmetic—five hours being taken as "a generous allowance"—shows that a longer time would not seem to benefit children in Standard V; but in Standard VII longer arithmetical study does apparently help, especially girls. "But the improvement is small, and probably does not warrant the incursion into the time usually given to other subjects."

An appendix to the report contains the tests that were used, and they and the results given in Tables 10-18 will be not without interest to teachers throughout the country. The only deduction of wide import that can be made from the array of figures and percentages, is perhaps this—"That the work in notation ought to be better." The Board, in deciding to publish a report which it was originally intended to keep private, have provided an official answer of some sort to "those who believe that the majority of children when they leave school are unable to add, subtract, multiply, or divide." But an official investigation in 1,250 schools was hardly necessary for such a purpose.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

At its first meeting after the summer holidays the Executive spent considerable time in reviewing the salaries position. A very large number of local authorities have observed the terms of the award. Others have adopted the scales and will pay as soon as the necessary calculations have been made. In a few cases payments at the new rates are to be made from dates later than 1st April, which means departure from the terms of the award and the saving of money at the expense of the teachers. Outside all these cases there are authorities who show no signs of observing the terms of the national settlement. Happily they are few in number, but their attitude is causing unrest among the teachers. The Teachers' Panel of the Burnham Committee has decided to ask the local authorities' panel to co-operate with them in an approach to the Board of Education on the matter. It is not advisable at the time of writing to anticipate action, as the Burnham Committee meets on 24th September, and the results of the meeting will be fully considered by the Executive of the Union at its meeting on 3rd October. This much, however, can be said—the National Union having accepted arbitration as a means of settlement and intending to abide by its result, cannot afford to allow a local education authority to flout the arbitrator's award and deprive its teachers of benefits which are due to them.

Work of the Education Committee.

The Education Committee of the Executive is always busy, but just now questions of great importance to teachers are causing it to work at full pressure. The training of teachers is a matter which has been considered time and again by the Committee and the Executive, but is again to the fore as a result of the Departmental Committee's report. The policy of the Union is a university course for the academic equipment of the teacher and subsequently a year's training in pedagogy. In this connection it will be remembered the Union's two representatives on the Departmental Committee signed a minority report. The Committee is also considering the terms on which uncertificated teachers of long standing may be granted the status of certificated teachers. Up to the present Union policy in this matter has been fifteen years of meritorious service followed by one year of professional collegiate training. This policy is now under review. Other matters pressing for consideration are the reorganization of schools, the position of central schools in the education system, the representation of the Union on the new "National Playing Fields' Association," the staffing of special schools and the standardization of certification and "de-certification" of defective children. It is perhaps not appreciated that the Education Committee of the Executive is the largest and most important of its standing committees. Its work is divided into sections, each of which reports to the full committee. There are, for instance, sections for the separate consideration of each of the following branches of work: Higher Education, Primary Education, Special Schools, Rural Schools, Continuation Schools, the Teaching of Handicraft, Central Schools and the interests of uncertificated teachers. The work involved in the preparation of agendas for the sections and the full committee, apart altogether from writing memoranda and making all necessary enquiries, is heavy, but Mr. Lumby, who succeeded Sir Ernest Gray as Secretary to the Committee, is proving himself quite equal to the task. In the popular eye the National Union figures as an organization mainly, nay almost solely, concerned with salaries and superannuation. A glance at the agenda of its Education Committee would prove to the most sceptical how wrong a view is thus taken of its activities.

The Married Woman Teacher.

As the proposed dismissal of married women teachers by the Poole Education Authority has once more brought to public notice the tenure of married women teachers, it is perhaps necessary to state exactly why the notice of dismissal served on Mrs. Short, a married woman in the employment of the authority, was declared void and inoperative. Mrs. Short is a member of the National Union, and having brought her case to the Executive, it was decided to test the validity of the notice of dismissal served on her. The case prepared by the Union's solicitor was argued by eminent counsel before Mr. Justice Romer, who gave judgment against the authority. The Union's success in this case

was due to the fact that it was possible to submit evidence that the Poole Authority intended to dismiss Mrs. Short because in its opinion her primary duty as a married woman was to look after her domestic concerns. Now the primary duty of a married woman is not a statutory concern of an education authority, and as Mrs. Short was admitted by the authority to be an efficient teacher it could not be argued that her notice of dismissal was based on the authority's only statutory concern, viz., the maintenance of educational efficiency in the schools. The notice was, therefore, invalid. The Poole decision does not in any way preclude an authority from passing a resolution that married women shall not be appointed to its service, nor does it preclude an authority from making it a condition of appointment that a woman teacher shall resign on marriage.

The Down-grading of Schools.

The very serious attention of the Union is at present occupied with the almost certain hardships to be inflicted on head teachers of primary schools by the inevitable down-grading of a large number of schools. Since the formulation of the standard scales and the determination of the figures for grading there have been circumstances operating which must inevitably lower the grades of hundreds of schools and consequently reduce the salaries of as many head teachers. The birth-rate is lower, the size of classes has been reduced, transfers to secondary and central schools are increasing, and there is the expressed intention to reorganize schools as junior and senior rather than as boys', girls' and infants' schools as at present. These factors, taken together, will remove from the education service on its primary side, many of the few so-called "plums" hitherto open to primary school teachers, and unless something is done to safeguard the salaries of existing head teachers they will weaken in their enthusiasm for education reforms long overdue. The National Union intends to place the position thus created before the Burnham Committee. As matters stand at present the reward of a head teacher whose scholars have been successful in gaining scholarships or have been sufficiently well instructed to be drafted to central schools is a reduction of salary. In the interests of education this should not be possible.

Dual Control.

It must not be supposed that because very little is being said at present on the question of dual control and the giving of religious instruction the National Union is not alive to the danger of the situation. It is understood by all concerned that the denominationalists are working hard and will make a bold bid for the continued existence of their schools. What that bid is likely to be is the concern of the politician, the several denominations and the general public. The concern of the National Union, however, is the teacher and his freedom from the imposition of religious tests, especially in those schools where at present such tests do not exist. If proposals should be made the result of which would be to impose tests either directly or indirectly on council school teachers the Union may be depended on to oppose them. The situation is being closely watched, and action will be taken as soon as it becomes necessary.

Cambridge Locals.

The total number of candidates entered for the Cambridge School Certificate and Junior Local Examination held last July was 8,397, not including the 1,069 examined at overseas centres. Of boys 2,401 and of girls 2,103 passed the School Certificate examination, honours being gained by 587 boys and 306 girls. Of the Junior candidates, 308 boys and 445 girls satisfied the examiners. The overseas lists will be published this month.

For the Cambridge Higher School Certificate examination (in England) there were 522 candidates, and 321 (180 boys and 141 girls) were successful. The schools presenting the largest number of candidates were Sir William Turner's School, Coatham (14), King Edward High School for Girls, Birmingham (14), Crypt Grammar School, Gloucester (11), Portsmouth Grammar School (11), Edward the Sixth Grammar School, Stourbridge (10), and the Whitgift Grammar School, Croydon (10). This last school had the largest number of marks of distinction awarded to candidates from individual schools—7; the Girls' High School, Burton-on-Trent, was next with 5.

ASSOCIATION NEWS.

The Teachers Council.

During the coming winter the Council will be engaged in devising methods for carrying out the resolutions which were approved by the Conference of Appointing Bodies. The time has now come for establishing the Register as a recognized part of our educational system and for making registration a necessary preliminary to the holding of any post of responsibility in the educational service. The goodwill and active co-operation of all teachers will be called for if the Council's work is to achieve full success.

British Institute of Philosophical Studies.

During the session the Institute will hold lectures at various centres in London. A syllabus has been issued and copies can be obtained from the Director, British Institute of Philosophical Studies, 88, Kingsway, London, W.C.2.

The syllabus contains the following courses: "Problems of Philosophy," by the Hon. Bertrand Russell, F.R.S.; "Modern Tendencies in Political Theory," by Mr. Harold J. Laski, M.A.; "Science and Philosophy" (the Concept of Matter), by Professor Leonard Russell, M.A.; "Life and Mind," by Professor James Johnstone, D.Sc.; "The Philosophy of Religion," by the Dean of St. Paul's; "Topics in Æsthetics," by Professor Lascelles Abercrombie; and a comprehensive course in Psychology by Professor T. H. Pear, B.Sc., M.A. The session opens on October 5th, 1925, and those desiring to enter for any course of lectures should register now. The Director of the Institute can be seen at stated hours by students who desire advice concerning the course of studies to be pursued.

The Library Association.

Professor C. Grant Robertson, Principal of Birmingham University, presided at the forty-eighth annual conference of the Library Association, held in Birmingham on the 15th September. Addressing the 450 delegates on "Libraries and Citizenship," he said their policy must be to teach the community to find in the library a central laboratory of sweetness and light, a radiating power-house of the spiritual and intellectual antidotes to the mechanistic materialism with which life to-day was saturated and by which it was degraded. People had been taught how to decipher print, but had not yet been taught how to read. They must capture the young. A relentless policy, pursued for five years throughout the libraries of Great Britain, would produce an astonishing transformation.

A Pioneer Baby Clinic.

Mr. Ramsay Macdonald speaking at a Garden Fête at Highfield, Golders Green, in aid of the funds of the baby clinic and hospital at North Kensington (which was founded fourteen years ago), said the clinic was one of those pioneer institutions which had given value not merely to those who had directly benefited from them, but by showing the whole community the direction in which progress should be made. It had not only cured children, but had been educating the parents, an aspect of its work which they must not forget. Sir George Newman, Chief Medical Officer of the Board of Health, stated that 38 per cent. of children entering school in the London Area required medical treatment to fit them for the education the State provided. They were turning off the tap of disease from childhood and educating both the State and the mothers.

The Froebel Society.

The Lecture Programme for the autumn term has been issued. The lectures will be held in the College of Preceptors' Hall, 3, Bloomsbury Square, W.C.1, at 6 p.m.

Tuesday, 29th September. "Art and the Child," by Mr. L. Van der Straeten (Bedford Training College).
Chairman: Miss A. Walmsley (Bedford Training College).

Wednesday, 14th October. "Story Telling and Some Stories," by Miss Elizabeth Clark. Chairman: Dr. P. B. Ballard.

Monday, 9th November. "Is Pedagogy Simple?" by Mrs. Jessie White, D.Sc., B.A. (Auto-Education Institute).
Chairman: Miss K. L. Johnston (Maria Grey College).

Non-members of the Froebel Society wishing to attend these lectures should make application to the Secretary, The Froebel Society, 4, Bloomsbury Square, W.C.1, and send 1s. 1d. for each lecture.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Dramatic Study.

East London College (University of London) has established a new department—Dramatic Study and Research—under the direction of Mr. Allardyce Nicoll, Professor of English in the University. In addition to lectures on dramatic literature and the technique of the theatre, a series of plays will be presented each session in the College Theatre. During 1925-26 a selection of plays will be made from the lesser-known comedies of the eighteenth century. The lectures will be open not only to University students but to other members of the public, and the fees will be low. Admission to the performances will be by ticket, and one for each production may be obtained in exchange for a subscription of a guinea. Intending students should interview Professor Nicoll, and fuller information may be obtained from Mrs. Allardyce Nicoll, 89a, Lexham Gardens, W.8 (or at the College).

A Successful School of Spanish.

The Sixth Annual School of Spanish, organized by Professor Allison Peers for the University of Liverpool, was held at Santander from August 6th to September 2nd. In 1926 an Easter School will be held at the University of Granada during April. This is by way of experiment, and if it is successful similar gatherings will be arranged in years when Easter falls conveniently in various cities in South and Central Spain. The Santander Summer School will be continued.

Bungay Grammar School.

A new Bungay Grammar School, Mr. C. H. Lockitt, head master, was opened on September 15th by Mr. A. G. Copeman, Chairman of the Norfolk Education Committee. The new buildings are at the south-east of the town, and cost the East Suffolk Authority approximately £10,000, towards which sum, however, Norfolk contributed its share, for the school receives pupils from both sides of the Waveney, which separates the two counties. The Bungay Foundation goes back to the sixteenth century.

Hull's Huge School.

A part of what will be, when completed, Hull's largest elementary school, was opened at Dairycoates on September 3rd by the Lord Mayor, Councillor A. Digby Willoughby. The school, which will accommodate 1,550 children, will cost £58,861, and will include workshops, laboratories, as well as departments for practical science and domestic science. The part opened accommodates 400 children, and cost £9,861. It is to be named after the Chairman of the Education Committee as the Francis Agnew Public Elementary School.

Greenwich Hospital Old Boys.

The Admiralty announce that an Old Boys' Association is being formed in connection with Greenwich Hospital School. Over a hundred old Greenwich Hospital boys attended a meeting held after the recent annual prize distribution, and decided to start an Old Boys' Association. Any wishing to join are asked to send their names and addresses to the Hon. Sec., Mr. W. R. T. Oram, 101, Broadfield Road, Catford, S.E. Old Boys of the Sir William Boreman's Foundation are eligible for membership. Only a small annual subscription will be required to cover the cost of the school magazine, a copy of which will be sent to each member every term.

Education Statistics.

The Board of Education has issued the Statistics of Public Education for 1922-23. There are tables relating to public and other elementary schools, secondary and preparatory schools, technical schools, schools of art, scholarships, and maintenance allowances, and to the preliminary education, training and supply of teachers. In 1923 there were 6,120,567 pupils in elementary, junior, technical and secondary schools, and in pupil teacher centres, compared with 6,234,119 in the previous year. The figures are arranged under years of age, from 2 to 17 and over. Out of a total of 172,941 teachers in elementary schools, 132,629 were women, which, deducting the 11,448 supplementary teachers, still left them three times as numerous as men teachers. There were over 80,000 certificated women teachers as compared with 36,000 men, and nearly 31,000 "uncertificated" women as against 2,000 men teachers of the same grade.

PERSONAL NOTES.

Princess Beatrice at Sandown.

Princess Beatrice, Governor of the Isle of Wight, distributed the prizes at the Sandown Secondary School last month (September 10th). The head master, Mr. W. E. Page, in his report, referred to the proved success of the post-matriculation courses. The Chairman, Mr. George Fellows, O.B.E. (Chairman of the County Education Committee), speaking of the newly-elected scholars, said they had been brought into the secondary schools for the first time upon the results of the annual schools examination of all elementary school children of scholarship age.

A Loss to the Oxford Press.

The death took place at Oxford on the 24th August of Mr. Frederick John Hall, Controller of the Oxford University Press. Born in 1864, Mr. Hall went to the Oxford Press in 1878 as junior clerk in the Controller's Counting House. In 1900 he was transferred to the London Office under Mr. Henry Frowde, and in 1915, on the resignation of Mr. Horace Hart, the delegates appointed Hall to be Printer to the University. In June, 1922, the University conferred on him the honorary degree of M.A.

The Late Principal of Bede College.

The Rev. Donald Jones, B.D., Principal of Bede College since 1903, died suddenly at the age of 67 at Whitefield, Ireby, Cumberland. He was educated at the King's School, Canterbury, and Lichfield Theological College. In 1877 he went to his old school as assistant master, and from thence to Victoria College, Jersey.

Dr. Gye.

Dr. Gye, of a cure-for-cancer fame, might have become a schoolmaster. So Alderman Johnson Pearson is stated to have informed the Derbyshire Education Committee. He was a pupil at the Draycott Elementary School, and then at the Long Eaton Pupil Teacher Centre. He was the first to matriculate at London from that institution. Later, he went to Nottingham University College and Edinburgh University.

Miss Mackinder's Lectures.

Miss J. Mackinder, head mistress of the Marlborough Street L.C.C. Infants' School, will give a course of lecture-demonstrations on "Individual Work in Infants' Schools" on Saturday mornings during October at 11 a.m. Fuller information may be obtained from the New Education Fellowship, 11, Tavistock Square, London, W.C.1.

Miss Dorothy Watson, Classical Mistress at the Perse High School for Girls, Cambridge, has been appointed head mistress of the Atherley School, Southampton, a new school to be opened next January by the Church Schools Company.

Ruskin College Scholarship.

The £135 scholarship offered by the Council of Ruskin College, Oxford, has been won by **Mr. John Thomas Baxter**, a colliery worker of Hugglescote, Leicestershire. The scholarship is tenable for twelve months.

A Lord Mayor and Education.

The Lord Mayor of the City of Hull, when opening the Francis Askew School at Hull, spoke of the cost of education, and said he was never afraid to vote for money which was to be spent wisely and prudently. If we were to hold our place in Europe we must advance a sound educational policy which would cost the city money.

Leeds and Music.

The Leeds Education Committee has members on it who believe in music in education. Feeling that in the past too much attention had been paid to music of the ephemeral sort, they have gone to the Tudor and Stuart periods, as well as modern times, and issued a music list for use in Leeds schools. The list includes vocal and orchestral music and gramophone records, and has been compiled by an advisory committee of teachers nominated by the Leeds Schools and Dramatic League, and of members of the inspectorial staff. The contents are arranged according to historical periods, of which typical examples have been included.

NEWS ITEMS.

The Tuck Shop.

Mr. Douglas Berridge, House Master at Malvern College, at the discussion on diet in relation to health in schools by members of the Education Section of the British Association, expressed the opinion that the tuck shop was an almost unmitigated blessing, since it enabled the pupils to obtain the carbohydrates they needed in the form in which they were most quickly used. He loved to see the boys rush off to the tuck shop after a meal. Dr. Friend, less enthusiastic, said they were probably a necessary evil. They should always be under strict supervision, and never opened till after dinner.

A novel experiment described by Mr. Berridge gave the results of a "Votes for Food" enquiry as to the order of popularity of various dishes at breakfast and dinner. In 1925 eggs and bacon for breakfast was prime favourite, as in 1913, when the first vote was taken. Sausages in twelve years have gone up three places, while sausage rolls have gone down four. Tongue, too, has risen in favour, and ham declined. Roast beef and roast pork for dinner have changed places, the second being now first. The most striking change in favour is the position of potato pie. Fourteenth and last on the list in 1913, in 1925 it has jumped to fourth place. Cold mutton also shows a big decline—from fifth place to thirteenth. The lists, said Mr. Berridge, proved the unpopularity of boiled meat as compared with roast, and the increase in popularity of potato pie was evidence of an unconscious desire to increase the carbon-nitrogenation in the food.

The Mayor's Fund.

The Metropolitan Mayor's Fund to enable children from the poorer districts of London to visit the British Empire Exhibition has not reached the size it was originally hoped. Instead of a sum of £50,000 not much more than £5,000 has been subscribed. This has been allotted among the boroughs according to the number of children eligible, and the amounts will be administered by each Mayor as he thinks fit. Up to the end of September, children from Camberwell, Islington, Lambeth, Bermondsey, Marylebone, Hampstead, Battersea, and Fulham have been taken to the exhibition. Dates for October have been fixed for other parties under the scheme, as follows:—October 1st, Shoreditch; 5th, Bethnal Green; 6th, Stepney; 7th, Chelsea; 8th, Westminster; 9th, Holborn; 12th, Deptford; 13th, Finchley; 14th, Greenwich; 15th, Hackney; 16th, Hammer-smith; 19th, Kensington; 20th, Lewisham; 21st, Paddington; 22nd, Poplar; 23rd, St. Pancras; 28th, Southwark; 29th, Stoke Newington; 30th, Woolwich.

Juvenile Delinquents.

There are some enlightening figures in the report of the Commissioner of Police of the Metropolis for 1924 (Command Paper 2480, 1925, 1/-). Juvenile delinquents are becoming appreciably fewer—if the number of children received into places of detention is any guide. While in 1920, 761 boys and 118 girls of school age, and 417 boys and 44 girls above (1,340 in all) were lodged in such homes, in 1924 the figures were 403 boys and 84 girls, and 239 boys and 24 girls in these categories (750 in all)—a reduction of nearly a half.

The number of cases dealt with for indictable offences in 1924 by Juvenile Courts was 1,276—mainly for stealing; a very small number for breaking into shops or houses. Of the cases proceeded against, 660 were placed upon probation. Of the rest, 114 were sent to industrial schools, 70 to reformatories, and 47 were whipped.

Short v. The Borough of Poole.

The Borough of Poole intends to appeal against the recent decision in favour of Mrs. Short, who claimed an injunction to prevent the Education Authority from dismissing her on the ground that she was a married woman. The case has points of interest bearing on the teachers' contract of service, and it would be useful to have the Court of Appeal's judgment. The Borough Council, however, will not proceed with the appeal unless substantial support is given by other Education Authorities.

LITERARY SECTION.

BOOKS AND THE MAN.

A Bohemian Schoolmaster.

This title must not be misunderstood. Schoolmasters are not permitted to be Bohemians in the derived sense. In their walk and habit they must be circumspect, eschewing all affinity with the Bohemian gypsies who were forbidden to enter Paris in the early fifteenth century, and carefully avoiding contact with the "studioed" Bohemianism of modern Chelsea, Greenwich Village, or the Quartier Latin. *La Vie Bohème* sorts ill with any career which is concerned with the guidance of youth.

George Ritschel, of Deutschkahn (1616-1683), sometime head master of the Ancient Free Grammar School of Newcastle-upon-Tyne, was a Bohemian in the literal sense, a refugee from his native land, driven into exile on account of his religious views. An excellent and comprehensive description of his life and work has recently been published by the School of Slavonic Studies of King's College, London, under the title: "A Bohemian Philosopher at Oxford in the Seventeenth Century." It is obtainable through Eyre and Spottiswoode at 2s. net. The author is Mr. R. F. Young, Honorary Secretary of the Czech Society of Great Britain, whose devotion to Czech studies and capacity for taking pains in research are revealed on every page.

Every statement of importance is supported by a footnote giving the authority, and within the small compass of the booklet there is much valuable material for the right kind of history, that, namely, which reveals men of the past as they lived and worked and thought. Ritschel was born at a village called Deutschkahn, near Tetschen, in north-western Bohemia. He studied at Strasburg, then the leading Lutheran University of Europe, remaining there for seven years (1633-1640). Then, at the age of 24, he found himself exiled from his estate under a decree forbidding any person who would not conform to the Roman Church from inheriting or owning land in Bohemia. In 1641 Ritschel came to Oxford, but in 1642 the outbreak of Civil War caused him to migrate to the Netherlands, where he worked as a tutor and came in contact with Comenius, who invoked his help on the Great Didactic. In order to collect material for the work, Ritschel returned to England in 1645, living first in London and later in Oxford. Comenius criticized adversely Ritschel's proffered contribution to the Great Didactic, and this led Ritschel to publish his work independently in 1648. Mr. Young gives an appendix with the plan of this all-embracing effort to expound philosophy, and claims for Ritschel a place with Locke, Hobbes, and Lord Herbert of Cherbury as an Oxford philosopher.

I cannot help regretting that there is no material concerning Ritschel's work as a schoolmaster beyond the heartening record that in 1649 the governors of the school voted him £10 additional salary for his industry and faithful discharge of his duty.

SELIM MILES.

REVIEWS.

Education.

The Widening Sphere of Education.

A Review by G. H. GREEN, Ph.D., B.Litt.

"*Childhood's Fears: Psycho-analysis and the Inferiority-Fear Complex*," by G. F. Morton, M.A., B.Sc., with a foreword by the Rt. Rev. the Lord Bishop of Knaresborough, and a preface by W. H. Maxwell Telling, M.D., B.S., F.R.C.P., Professor of Therapeutics in the University of Leeds (Duckworth, 7s. 6d. net.)

The headmaster of the Boys' Modern School, Leeds, has written a book in which he tells the story of some of his experiments in curing a number of the disorders of conduct of which every teacher becomes at times painfully aware. His views and methods are endorsed by the Bishop of Knaresborough and the Professor of Therapeutics in the University of Leeds. The book is evidence of the extension of the field of education beyond the narrow bounds of learning into a province which is of interest not merely to the schoolmaster but to the medical man and the churchman.

Janet has pointed out at some length in his recently translated "Principles of Psychotherapy" that all correction of disorders of conduct involves teaching. However, he argues, we must be very careful to avoid confusing on this account the ordinary work of giving instruction and the remedying of these disorders. Teaching is ordinarily carried out by people who understand very well what they are teaching, and who know very well the methods by which the subject of instruction may be mastered. By precept and example they may teach right methods. They know when wrong methods are being followed, and are able to apply at the correct point the methods of correction with which they are acquainted.

Regarding the matter in this way, we see at once that though correction of errors of conduct may be an educational process, it is one which is markedly different from ordinary pedagogical method. If we are faced in school with a pupil who steals, the problem is quite different from that which confronts us in the case of the pupil who cannot master long division. The stealing is done only occasionally, by a person whose conduct is generally honest and who is as well aware as ourselves that stealing is wrong. It is on this account that merely moral procedures fail. We may bring actual theft to an end by punishments or threats sufficiently severe; but we know very well that the gain is one of convenience only. We have not penetrated to the root of the trouble.

We are faced, then, often enough, with the problems that arise in connection with the conduct of a child who, knowing the right and in a sense wishing to act rightly, nevertheless acts wrongly. That, from one point of view, he wishes to act wrongly is proved clearly enough by the fact that he does so: by the "irresistible impulses" of which he often speaks. That, from another point of view, he wishes to act rightly is proved by the remorse and shame he feels whenever he yields to the impulses; by his numerous right actions, and by his attempts at reform.

Without committing ourselves to any particular theory, we seem forced, in the face of facts, to admit the existence of conflict within ourselves; forcing us at times to act in ways we regret, at others leading us to act in ways which, though not at violence with our moral code, are yet not quite as we intended, and again at other times producing unrest, worry and inaction. The intrapsychic conflict was as well known to St. Augustine and St. Paul as to Freud and Jung. One of the best modern accounts of it in English is contained in a book whose title does not promise much to the educator, but whose contents are in general of great value to him—Bernard Hart's "Psychology of Insanity."

Conflict presupposes the existence of opposed factors, and from time to time investigators have striven to define these precisely. The difficulty in the matter is that if one of them be assumed, the temptation exists to define the other negatively: if one be posited as "x" it is taken for granted that the other is "—x." The "flesh" is fairly well known. The "spirit" is consequently defined by means of a series of antitheses. In precisely the same way modern writers on the subject of conflict, having laid down very definitely their conceptions of one element, tell us very little that is positive about the elements which "resist" it, giving rise in consequence to the phenomena of conflict.

Freud's merit is that he has chosen as one of the antithetic factors a tendency which appears to be biologically and psychologically fundamental. The fault of many of his followers is that they are inclined to regard their efforts to trace an acquired tendency to its roots in a primitive and innate tendency as an explanation: which is very often much as if one should regard the tracing of the word "aristocracy" to an Aryan root meaning "plough" as a satisfactory explanation of the existence of aristocrats in modern Europe and of the relative stability of aristocratic forms of government. The demerit of Adler's system is that it is not fundamental, since it traces acquired tendencies back to a time when the child (at the age of about three years) perceived his own inferiority and began to attempt to compensate himself.

Mr. G. F. Morton, who looks upon the schoolmaster as an elder brother of the pupil, seems to me to be forced to a preference for the Adlerian point of view on this very account. To admit the pupil to any relation of brotherhood demands a bridging of the gap that exists between the markedly superior and the markedly inferior. This has been achieved with great success in the case of many pupils in the Leeds Modern Boys' School, and Mr. Morton's book is very largely an account of the difficulties encountered and the success met with in overcoming them.

There is, necessarily, a certain amount of theory in the book, but it is very wisely restricted in the main to its bearing on the actual cases adduced. That the book is written entirely without bias, due to the writer's own make-up, will not be expected. That the writer is able to interpret his results without reference to his own personal bias, is again not to be expected. Nevertheless, the book is a very fair-minded and little-biased account of valuable work which a head master has carried out, in the belief that it falls within the scope of his professional duties as an educator. In that view he is confirmed by distinguished members of two other great professions.

I do not imagine that Dr. Inman would agree with the author in the statement "From our own point of view Dr. Inman's enquiry is additional confirmation of the thesis that with the child the inferiority-fear sentiments are *fundamental*."* Important, admittedly, but not fundamental: for Dr. Inman, unless I am greatly mistaken, is a Freudian. But this is a minor error. The gravest fault in the book is not the author's, but that of the publisher, who should have known better than to issue it without an index. I should like, too, to see the bibliography revised and extended in a subsequent edition. These are trifling faults: their elimination would improve the book. Their existence does not make it any less a book which most teachers might read with pleasure and profit; finding cause for joy in the fact that one of their number has sufficient professional spirit to go as far as he is able along a path which he believes marked out for him by the nature of his calling, even if they themselves believe it to be one which they are not called upon to tread.

Page 280. Italics not the author's.

History.

HEROES OF FRENCH HISTORY: by Louise Creighton: adapted for school use by J. C. Allen. (Longmans, Green and Co. 2s. 6d.)

A good and interesting addition to a good and interesting series. We approve in particular of the inclusion of Etienne Marcel, Jacques Cœur, and Ambrose Paré, among these biographies. We have nothing but praise for this volume. Mr. Ford's illustrations are adequate as usual—we should like to have seen them in colour.

THE PAGEANT OF GREECE: edited by R. W. Livingstone. An abridged edition for Schools. (Clarendon Press, Oxford.)

In the absence of much Greek in the modern schools, such a book should be most useful in bringing our future doctors and chemists into fellowship with the creators of the technical words of their profession. As Greek is taught less, so greater appear our calls on the language for all sorts of scientific terms.

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English

PARADISE REGAINED: edited by L. C. Martin. (Oxford Clarendon Press. 2s.)

Many Victorians preferred this splendid poem to "Paradise Lost," and after reading it aloud for a few times the student will soon find in it all the elements and the stimulus of the best poetry. It is clearly printed direct from the first edition of 1671, with the original title page. Some of its fine periods would be much appreciated at a Church service when the sermon can be given in this and like guise. R. L. G.

Messrs. Dent have sent us a copy of Shakespeare's "Henry VIII" (or, as it is "written," by William Shakespeare and John Fletcher). There is a fine copy of the painting in the National Portrait Gallery of Wolsey, and excellent notes and introduction. Some useful questions and exercises are added to help the teachers in making the play a centre for much enquiry relative to the times of "Great Harry." R. L. G.

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Philosophy.

MIND AND MATTER: by C. E. M. Joad. (Messrs. Nisbet and Co., Ltd. Price 4s. 6d. net.)

Even if this work deals with a problem which can never be solved, there is no reason to deplore its publication. Owing to the press of things of everyday life there is little time left for thought; moreover, too many books of a philosophical nature are beyond the scope of the man of average intelligence. This book is of a very thought-provoking nature, and, at the same time, is written in a style at once so lucid and attractive that it should appeal to the layman.

In a work of this type it is impossible to avoid some reference to the biological aspect and also to the work of modern physics. The author has not inquired too deeply into the physicist's ideas of matter because they present many difficulties, yet the fact that they are mentioned makes us hope that some readers will probe the subject more thoroughly. We feel it unlikely that many readers will be tempted to pursue the study of pure philosophy very far, but this book will have served a valuable purpose if it leads some readers to follow up some small branch of the subjects which it necessarily includes, and we feel that this book is capable of fulfilling that object. J. R.

(Continued on page 388.)

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Science.

SCIENCE AND RELIGION: by J. A. Thomson, M.A., LL.D. (Messrs. Methuen.)

A book by J. A. Thomson is always full of interest, and Science and Religion is no exception. The author introduces the subject by wisely pleading that the so-called conflict between Science and Religion should cease. Difficult as it may seem to the extremists on either side, to reconcile the apparently antagonistic points of view, we feel they will be bound to admit the very fair and always interesting manner in which the author has attempted this reconciliation. We must recognize the need of a somewhat changed attitude to religious problems. The whole outlook of the modern man differs from the outlook of a century ago with the exception of the religious outlook. This book should help to effect a change. We feel that it can cause the more materialistic scientist to pause and take some account of the more religious attitude; we hope it will also cause the rather narrow-minded religionists to pause and realize that the world as revealed by the scientists is as wonderful as—if not more wonderful than—the world as they know it. J. R.

Geography.

THE SURFACE OF THE EARTH (Elementary Physical and Economic Geography): by Herbert Pickles, B.A., B.Sc. (Cambridge University Press. Price 3s. 6d.)

We welcome the second edition of this very excellent little book. It is well known that the introduction of a new subject is a matter of great importance, for the impressions gained by a child during the first few lessons may create a liking or a distaste for the subject which may persist for a long time if not for ever. We feel that the author has found the way of making his subject really attractive, but do not think that accuracy has been sacrificed. The wonder which all children must feel in springs, waterfalls, volcanoes, and other natural phenomena has been made the basis of a work leading up to a more serious study of physical—and, what is more important—of economic geography. In conclusion, we must say how greatly we admire the illustrations. No trouble has been spared to make them of real value and of real interest. Many of them depict places which should be easily accessible to those living in the north of England, and in this way we feel their value has been increased, for they are not too remote to appear almost mythical. We wish the book great success, and hope it will go far to prevent geography becoming a "dry" subject. J. R.

Physics.

GENERAL PHYSICS (AND ITS APPLICATION TO INDUSTRY AND EVERYDAY LIFE): by Ervin S. Ferry. (Messrs. Chapman and Hall. Price 20s. net.)

For those who need a single book dealing with the principles, methods and applications of physics in all its many branches, we might recommend this work. But we feel that the task of compiling such a work is well-nigh impossible, for it is unlikely that all students will study all branches up to the same standard or that they will study them at the same time. Thus twenty shillings will appear a high price to one who is only studying electricity and magnetism. Moreover, the standard reached in this book is not high—a little above the intermediate standard of our modern Universities, so that the student who intends to study physics for a degree will prefer to buy more advanced works upon the separate branches of the subject. We can find no justification for the restriction of mathematics to elements of algebra and trigonometry. Almost all the pupils on the scientific sides of our secondary schools have some knowledge of the Calculus, and by allowing them to apply their knowledge of this most powerful instrument to the problems of physics they would realize, to some extent, its value. Some of the industrial applications are valuable, and the illustrations and letterpress are worthy of praise. J. R.

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THE NEW NATURAL HISTORY: by Professor J. Arthur Thomson. (George Newnes, Ltd. Part I: Price 1s. 3d.)

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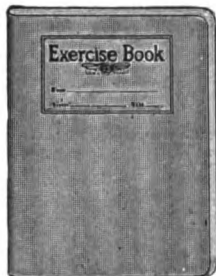
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Those who delight to watch the progress of architectural education here and abroad will doubtless be interested to learn that Sir Banister Fletcher's "History of Architecture on the Comparative Method," published by Messrs. B. T. Batsford, Ltd., which is in its seventh edition, is being now translated into the Spanish language. This will mean that thousands in the Iberian peninsula, as well as great numbers in South America and other Spanish possessions abroad, will have the opportunity of gleaning perhaps long-coveted knowledge from a standard text-book on the fascinating subject of architecture. This is one of many evidences of the growing public interest in this subject, and it is surely a unique honour for an English textbook—already translated into Russian—to be published in a Spanish edition.

Volume III of "The Cambridge Ancient History" will be published this month by the Cambridge University Press. This volume deals with the Assyrian Empire, the Hittites of Syria, the Kingdom of Van, Babylonia, the eclipse and restoration of Egypt, oriental art of the Saite period, the topography of Jerusalem, Israel and Judah, Lydia and Ionia, and the beginnings of the Greek world. The contributors are Mr. Sidney Smith, Dr. D. G. Hogarth, Dr. A. H. Sayce, Dr. E. H. Minns, Dr. R. Campbell Thompson, Dr. H. R. Hall, Professor R. A. S. Macalister, Dr. S. A. Cook, Mr. H. T. Wade-Gery, Professor E. A. Gardner, Dr. M. Cary, Professor J. L. Myres, and Professor F. E. Adcock.

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An account of the latest physical theories and astronomical discoveries is contained in Colonel F. J. M. Stratton's new book, "Astronomical Physics," which has just been published by Messrs. Methuen.

A course of lectures given by the well-known French scientist Monsieur Maurice de Broglie, on X-Rays, has been translated into English by Mr. J. R. Clarke, of Sheffield University. The lectures have just been published in book form by the same firm.

The new hymn book, "Songs of Praise," which has been prepared by Dr. Percy Dearmer, Dr. Vaughan Williams, and Mr. Martin Shaw, will be published by the Oxford University Press in the autumn. The book has been drawn up on broad national lines, and will contain hymns suitable for primary and secondary schools and for public meetings, as well as for use in churches of normal type. In addition to those in common use, many new hymns and tunes have been discovered or composed by the editors and their assistants.

Many interesting stories of enterprise in association with the publication of trade and technical periodicals can be related. One is concerned with *Pitman's Journal*. It was founded in 1842 by Sir Isaac Pitman, inventor of the English system of shorthand, which, since then, has become popular throughout the world. Its original title was *The Phonetic Journal*, which was changed to *Pitman's Journal* early this century, to give an idea of widened scope. Now, another change, also necessitated by a widening of scope, has been decided upon. Beginning with the 3rd October issue, *Pitman's Journal* will be known as *Pitman's Journal of Commercial Education*. It will contain 48 pages instead of 32. Each issue will give authoritative articles by specialists who will deal with professional, secretarial, and commercial subjects, the whole constituting a weekly organ of commercial education that will fill a place that is not at the moment filled by any weekly periodical.

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The Kent Education Committee invite applications for the post of HEAD MASTER for the COUNTY SCHOOL FOR BOYS. (See Advertisement under "Posts Vacant," page 362.)

NEWCASTLE-UPON-TYNE.

Applications are invited for appointment as HEAD MISTRESS for Mentally Defective Children, average attendance 60, Salary Grade II. Salary according to new Burnham Award, subject to decisions of Board of Education thereon. Standard Scale III area. Candidates must be Higher Certificated Teachers, or must hold the Higher Certificate of the National Froebel Union; should have completed a special course of training, and have had some experience in a Certified School for Defective and Epileptic Children. Form of application, which will be sent on receipt of stamped addressed foolscap envelope, should be returned to the DIRECTOR OF EDUCATION, Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than October 3rd.

WALLASEY.

The Governors invite applications for the HEAD MISTRESS-SHIP of the HIGH SCHOOL FOR GIRLS, which has at present 456 pupils; duties to commence in January, 1926. The salary scale is £550-£700, and further consideration of the initial salary will be given to applicants who have previously held the position of Head Mistress. Applicants must be Graduates of a University in the United Kingdom or possess the equivalent to a Degree. Form of application to be obtained from the DIRECTOR OF EDUCATION, Town Hall, Wallasey.

SUBJECT TEACHERS.

BIRMINGHAM.

The Birmingham Education Committee require the services of a CERTIFICATED TEACHER as SUPERINTENDENT of a SCIENCE LABORATORY in connection with the Public Elementary Schools. Candidates must be well qualified in Physics and Chemistry. The maximum salary for the post under the present scale is £381 per annum. Forms of application may be obtained from the CHIEF EDUCATION OFFICER, Council House, Margaret Street, Birmingham.

LONDON.

The London County Council invites applications for the position of ASSISTANT INSPECTOR OF SCHOOLS for the BLIND and DEAF in the Education Officer's Department. Salary £300 a year, rising by annual increments of £25 to a maximum of £500 a year, and a temporary addition, making the probable total commencing salary at time of appointment £432. Apply to the EDUCATION OFFICER (C.1), The County Hall, Westminster Bridge, S.E.1 (stamped addressed foolscap envelope necessary) for form of application, to be returned not later than 12th October. Preference given to those who served or attempted to serve with H.M. Forces. In the case of a woman, marriage terminates contract of service.

MELTON MOWBRAY.

SENIOR FRENCH MISTRESS wanted for the COUNTY GRAMMAR SCHOOL in January (or on November 2nd, if possible) to organize work throughout the School and to teach to Higher School Certificate Standard. Honours degree, residence abroad and good Secondary School experience essential. Salary according to Burnham Award. Apply HEAD MASTER.

SUNDERLAND.

Wanted, in January, GEOGRAPHY SPECIALIST for BEDE COLLEGIATE GIRLS' SCHOOL, to organize the teaching of Geography on modern lines throughout the School. Candidates should have a Geography Diploma, or an Honours Degree, and have had good Secondary School experience. Salary will be in accordance with the Burnham Award, 1925, subject to any later decisions and agreements. Application forms obtained on sending stamped addressed envelope to THE CHIEF EDUCATION OFFICER, Education Offices, 15, John Street, Sunderland, to whom they should be returned on or before 12th October.

FORM TEACHERS.

BURY.

Wanted, November 1st, well-qualified ASSISTANT MISTRESS, Trained and Certificated, mainly to teach History and English in the Central Classes attached to the East Ward Council School. Some experience desirable. For form of application, which must be returned not later than October 6th, apply, enclosing stamped addressed foolscap envelope, to the DIRECTOR OF EDUCATION, Bury.

LAUNCESTON.

Wanted, immediately, an ASSISTANT MISTRESS for HORWELL GRAMMAR SCHOOL FOR GIRLS, to teach chiefly History and Geography, and to help with Physical Training. Graduate with training preferred. Salary according to Burnham Award for Secondary Schools. Forms of application may be obtained (on receipt of a stamped addressed foolscap envelope) from the HEAD MISTRESS, Horwell Grammar School for Girls, Launceston, to whom they should be returned not later than 4th October.

LONDON.

Required to commence duties at half-term, November 4th, an HONOURS GRADUATE in SCIENCE and MATHEMATICS for the TOLLINGTON BOYS' SECONDARY SCHOOL, MUSWELL HILL, N.10, to take work in the middle forms. Other things being equal, preference will be given to a cricketer or footballer. Salary in accordance with the Burnham Award for London area. Forms of application should be completed and returned not later than October 17th, to W. RICHARDS, Divisional Organizing Office, 49, Oakfield Road, Stroud, Green, N.4, from whom they may be obtained on sending stamped addressed foolscap envelope.

TWO ASSISTANT MASTERS are required for the KILBURN GRAMMAR SCHOOL, in January next, for the following subjects: (1) MATHEMATICS, with Chemistry or Physics as a subsidiary subject; (2) PHYSICS. Applicants for this post should possess an Honours degree in Physics with subsidiary Mathematics or Chemistry. Experience is desirable in both cases. Candidates for post (2) should be able to teach Physics to University Scholarship standard. Salary will be in accordance with the Burnham Award, London area. Application to be made on form obtainable from THE SECRETARY FOR EDUCATION, Middlesex Education Committee, 40, Eccleston Square, S.W.1, on receipt of stamped addressed foolscap envelope. Forms should be returned by October 10th to the HEAD MASTER at the School.

STOWMARKET.

Required, at once, an ASSISTANT MISTRESS for the COUNTY SECONDARY SCHOOL, fully qualified to undertake physical training of girls and to take some lower form subjects. Special qualifications in Geography a recommendation, but not essential. Salary in accordance with Burnham Scale. Apply on Form 23, which may be obtained from W. E. WATKINS, Esq., Hon. Clerk to the Governors, Education Office, County Hall, Ipswich, and returned not later than 3rd October.

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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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THE EDUCATION·OUTLOOK

AND EDUCATIONAL TIMES

NOVEMBER, 1925

NOTES AND COMMENTS.

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

Local Independence.

The President of the Board of Education has recently been putting forth sound doctrine concerning the position of local authorities in relation to the Board. He is rightly anxious to preserve for the authorities a full measure of power and responsibility, and to avoid any risk of their being muzzled and directed by officials in Whitehall. His aims are consonant with the traditions of English local government, and although these traditions suffered some battering during the war it is now time that they should be recalled and restored. There has been some real danger lest, having defeated Prussianism in battlefields, we should be overcome by the Prussian spirit in our national affairs. The danger is not wholly removed in some departments, but in our educational administration Lord Eustace Percy has shown that he intends to meet and counter it. That the task is not easy will be recognized readily by all who have official experience. With the best will in the world it is difficult to make regulations which are at once strong enough to regulate and flexible enough to permit of wide variety in their application. For our own ease we encourage conformity. Exceptions are troublesome however justifiable, and symmetry comes to be desirable even at the expense of real efficiency and at the risk of freezing the genial current of local interest and effort.

The Scope of Responsibility.

It is important to adjust the measure of responsibility as between the central and local authority. Both share the financial burden and both should be zealous for the progress of education. The central authority cannot permit any locality to evade its duties to the children, whether by neglect of school buildings or by failure to provide a staff of competent teachers. Broad national requirements may be demanded in regard to curriculum, but there should be ample scope for the local authorities to adjust their school provision and the training given so that both may correspond with local requirements. Detailed ordering of the course by regulations or at the personal direction of Government inspectors is wholly undesirable. It would be well to consider whether the authority of the Board cannot be exercised more fruitfully by setting up in each area a branch office with a staff of administrators and inspectors charged to co-operate with the local authority in the task of making the education in that area as good as possible, while meeting local needs and conditions. The necessary collection and collation of statistics could be carried out by a central staff in London which would also serve as a clearing house of ideas and thus be able to encourage the spread of successful methods without seeking to impose or even to "suggest" them.

Points of Pressure.

As things are, the influence of the central authority, in practice, though not in theory, finds exercise in the domain of school studies and school organization rather than in the wider and more appropriate field of general administration. Perhaps it is easier for a Government inspector to dictate to a village schoolmaster than for the Board to order the doings of a local authority. Dictation should be out of the question entirely, as it is where a spirit of co-operation prevails. Unfortunately this spirit does not prevail everywhere, and we have now the lamentable actions of certain local authorities which are declaring that they will not accept the findings of the arbitrator on teachers' salaries. These authorities are not resisting the Board, but they are making it extremely difficult for the Board to maintain the detached position which it has adopted on this question. It is proper that local authorities should have a voice in deciding what is to be spent on salaries, but it is also essential that their decisions should not affect adversely the supply of teachers. Nothing can justify a refusal to accept the terms of an arbitration at this late stage. Better counsels may prevail, but if they do not the Board will be justified in withholding grant from the bargain-breakers.

Uncertainty.

If it is held to be permissible that some authorities should ignore the bargain made with their consent and on their behalf we shall speedily find ourselves in the old position of uncertainty and diversity. The interests of national education demand that the young people who are thinking of becoming teachers shall know as exactly as possible the rate of pay they may expect. Doubt on this point serves to discourage recruiting. It may be that the whole question of salaries will come up later for review as a professional matter with the object of determining a minimum salary below which no qualified teacher shall accept employment. This professional line of approach to the problem has hardly been mentioned so far, but it is certain to be considered sooner or later. The beginner will then be assured of a reasonable salary and in addition there will be chances of additional payments for special responsibility. Some authorities will doubtless find it expedient to offer rates above the minimum either because they wish to attract proficient teachers or because they are driven to offer some compensation for mere local conditions. Meanwhile the steady growth of the professional idea among teachers will make it increasingly possible for them to create their own standards of technical efficiency and to define the conditions of their service.

A New Committee.

It was announced in June that the Board of Education and the Ministry of Labour had combined to appoint a committee to enquire into and advise upon the public system of education in England and Wales in relation to the requirements of trade and industry, with particular reference to the adequacy of the arrangements for enabling young persons to enter into and retain suitable employment. The members of the committee have now been chosen. Their headquarters are at the Ministry of Labour, and perhaps this is the reason why no teachers are to serve on the committee, although it is well known that in schools of all types the teachers are constantly being asked for advice as to occupations for their senior pupils and often play an important part in securing situations for them. It is difficult to understand why this committee is set up at a time when the Consultative Committee of the Board is engaged upon an enquiry as to the education of children during the years immediately before the general age for entering upon employment in trade or industry. There seems to have been some failure of adjustment or possibly a temporary failure of memory as to the existence of the Consultative Committee, which, however, happens to be a statutory body created by Parliament at the same time as the Board itself. No harm will be done if the new committee is ready to take note of the results of the earlier enquiry, and it may be hoped that the publication of the Consultative Committee's report will not be long delayed.

An Old Problem.

The efforts to relate elementary schooling to the needs of trade and industry are an old story. They have been recurrent for a century, and have taken the forms of schools of industry, trade schools, higher grade schools, junior day technical schools and central schools. Often the experiments have failed merely because it was found that to have the "three R's" taught in classrooms by ill-paid teachers was less costly than to provide equipment and staff for any real training in craft work. Further, it has always been difficult to discover exactly what our manufacturers and traders want. A farmer or the head of a factory will sometimes declare that the schools make boys despise manual work. Simultaneously men like Lord Rothermere will be complaining that the schools do not provide efficient clerks for their offices. It may be held that the schools cannot and should not attempt to meet the precise needs of either set of critics. Modern factory work and office routine demand an education which is supplementary and consolatory rather than directly preparatory. The youth who spends several hours of the day in tending an automatic machine while it delivers a fraction of a boot; the man whose working life is absorbed in attaching "bolt 19" to a motor car; or the clerk who sees only his own set of books; all these need some intellectual training which will prevent them from becoming like their machines.

Big Brothers.

Lord Eustace Percy sends us a copy of letters exchanged between the High Commissioner for Australia and himself and dealing with the "Big Brother Movement." Briefly described, this is a scheme for ensuring that boys who emigrate to Australia shall have a friendly reception and sympathetic direction during their early sojourn in the Dominion. The Australian Big Brother undertakes the care of one boy, but he is not permitted to employ him. His duty is to be responsible for the boy's welfare, to see that he is suitably housed and in satisfactory work. He writes to him at least once a month and visits him from time to time or arranges that he shall be visited by another member of the movement. The scheme applies to boys between the ages of 14 and 19. They are required to satisfy educational and medical requirements and to supply credentials from school-masters and responsible householders. The help offered is to be obtained through Mr. Richard Linton, whose English address is Australia House, Strand, London, W.C.2, c/o the High Commissioner. Head masters here are invited to join the movement as honorary members, and to make it known to boys who are thinking of going to Australia. The scheme is commended by the Board of Education and it offers an excellent means of guarding against the main dangers which beset a youthful emigrant.

DEATH.

*When melancholy turns to sleep,
And the shadow changes,
Creeping across the tapestry
Of thought disconsolate,
And when the mourner shuts his eyes at last
To seek a deeper solitude than grief;*

*Then that infinity of peacefulness,
Like wings of sycamore becalmed
Upon a woodland lake,
Enfolds his lassitude.
A necklace of tranquillity
Weighs down upon his throat,
Until its breathlessness has overcome his pain,
And he can drink the anodyne of joy—
Oblivion.*

GABRIEL TOYNE.

THE IMPERIAL MIND.

By the courtesy of Professor F. Clarke, of the University of Cape Town, the following essay is reprinted from "The Educational News" of South Africa. It should be read with Professor Clarke's noteworthy volume: "Essays on the Politics of Education." (Oxford Press. 5s.)

This book is a record of the papers which were read, and of the discussions which took place, at the Imperial Studies Conference held at Wembley on the 26th, 28th, and 29th of May last year. Sir Charles Lucas presided, and the Conference was attended by representatives of all the chief interests in British education.

It is a most illuminating book, not so much because of anything we may learn from the direct statements which the various contributors make, but because of the implications that can be traced in it.

That is to say, there is a self-revealing *naïveté* about many of its declarations which, to the Dominion reader, will be a little disconcerting. There hangs about it all a Kiplingesque flavour, and the trail of English politics is strongly marked everywhere. Evidently the Imperial cause in England has even yet not been able to shed altogether that appearance of a political "stunt" which has tended so often to discredit it in the past. There can be found in these papers and discussions the usual wordy enthusiasms, the usual sonorities, and the usual under-current of complacent self-congratulation which have for so long and so strongly characterized English Imperialism in its popular form.

Few of the contributors seem to have any first-hand knowledge of the Empire apart from books and the travellers' tales which are imported from the Dominions. Here and there one can detect some evidence of a suspicion that there is a Dominion point of view also, and that the real goal of "Imperial Studies" undertaken in England should be to understand the Dominion point of view. But such evidence is all too rare. Much stress is placed by most of the contributors on history, on the record of the wars and struggles and trials by which the Empire was won. Though the English schoolboy should certainly know something of this, it is doubtful whether those who place all the emphasis on history are wise. For the probable result of doing so is to implant deeply in the mind of the young Britisher the notion of the Empire as a *possession*, something which has been fought for and striven for and "won," and which, therefore, "belongs" to him and his in some very real though vague way. The London gasworker and the Liverpool stevedore may thus come to feel that in some mysterious way they "own" us in South Africa; that we "belong" to them in a sense in which they do not "belong" to us.

The new notion of the Empire as a Commonwealth of equal nations can never become a reality so long as such ideas lurk in the English mind, and no one can read this book without seeing that these notions are still deeply rooted there. The disintegration of the Empire, if it ever comes about, will come about not as a result of English *oppression*—the English do not know how to oppress in any thorough-going fashion—but as a result of English *condescension*. This is a worse thing to bear than

oppression because of its kindly guise, and we in South Africa, from whatever European source we have sprung, know what it means.

A far sounder background than history for the English student is geography. It is the Dominions themselves that stand in greatest need of the historic background. Confident and almost arrogant in the consciousness of growth and youthful strength, and squaring themselves courageously to meet new situations with new devices, they are apt to forget the rock whence they have been hewn. Their cocksureness and adolescent perkiness need to be tempered by a steady course of teaching which will enable them to realize how little that they treasure is their own and how much of it is owed to the struggles of long generations of forefathers who had never heard of the broad territories where their descendants now flaunt it so bravely.

But with the stay-at-home Englishman the case is different. He can easily grow besotted with history, for it soaks into him daily from all around him, and his struggle to-day is rather to get away from it than to immerse himself in it.

What he needs is not the *backward* gaze but the sweeping glance *around*. He needs the wide horizons and the new forward-looking *vistas* of an extended geography, not the dim and narrowing perspectives of a limited national history. It is just the overstressing of the local National note—the omnipresent "we"—which does all the mischief.

For what is the phenomenon that the home-keeping Britisher should set himself to understand when he says: "Go to now! Let us betake ourselves to Imperial studies?"

Surely the central phenomenon is the application of principles—of law, of economics, of government, of justice and of all that makes up Civilization—to circumstances quite different from those under which the same principles were worked out in England. English rabbits transported to Australia took to climbing trees, we are told. English hawthorn transported to South Africa develops a spine which to the home-keeping schoolboy would seem terrifying. In other words, the need for new adaptation stimulates and reveals new possibilities of growth. This is supremely true of those principles of civilized life which have been England's peculiar gift to the world. If they are still growing at all they are growing much more in the Dominions than in England, and the reaction of the new forms of its own original creation back upon England from the Dominions is surely a matter of some moment.

But if this view is taken, more than the Empire must fall within the geographical horizon. What of the United States, the scene of the most far-reaching and multifarious adaptations of a culture originally English? And, again, what of the new relationships into which the old principles are brought in their new homes, the reaction of French and English in Canada, of English and "Dutch" in South Africa, of Australia and the Orient, of India and Islam?

"Imperial Studies in Education." (Published under the auspices of the Royal Colonial Institute by Sir Isaac Pitman and Sons.) Price 5s. 0d.

This outlook is far more geographical than historical and far more necessary to the pursuer of Imperial studies in England. But there is precious little of it in this book, and it is just that which gives a Dominion reader furiously to think.

Here and there we do catch a gleam of something better. Mr. Blakiston, of Eton, tells us almost apologetically:—

"I once tried to make the peculiar climatic difficulties of South Africa clear to a class by taking into school pots of curious bulbous and succulent plants of the karroo and High Veld, happening to have some in my greenhouse, and the experiment extracted from more than one boy essays of peculiar insight and excellence."

"Hats off to Mr. Blakiston!" one is tempted to exclaim, even though he adds, rather apprehensively: "Perhaps it is foolish to dwell on such trivial incidents."

Foolish! Trivial! Why, it is the very essence of the matter! What the Eton boy must get to understand is just that: how Piet van der Merwe ekes out a living amid the aridities of Calvinia or Graaff-Reinet, and picks up his political opinions in the process.

Again, Dr. Mansbridge, of the Workers' Educational Association, deprecates the over-emphasis of the Imperial note in the studies themselves, whether in England or in the Dominions, asserting wisely that "the highest result is obtained from good and fundamental work of any sort." Miss Street, speaking for the working women, puts the point explicitly when she says, of her own pupils (adult women-workers): "What our students want is to understand the present-day world from which at every moment influences and tendencies come to bear upon their home and working life."

These are bright spots in a rather drab field. One more is so bright as to be almost explosive. Courageous Mr. G. E. Lee, breaking in upon the pageant of Empire just before the tumult and the shouting dies, strides into the procession with the heavy tread of the British workman. He says in effect that the British Empire ought to be studied if it is of any use to anybody and if not, then not. And then he adds that what the aforesaid British workman wants to know is exactly how it is of use and how it affects him. The passage is illuminating and bears the stamp of truth, so must be quoted rather fully:—

"He (*i.e.*, the B.W.) does not want to know the size.

He does not want to know that the British Empire has been built up by the courage and perseverance of the pioneers. He does not want to know the glory and the glamour of it. He wants to know the other side as well. He wants to know the conditions under which the inhabitants of the various portions of our Empire live. He wants to know what effect the industrial conditions of the Indian labourer in Bombay have upon the conditions of English labourers in similar industries here. I refer here to the cotton industry. He wants to know things of that kind, and if you attempt to deal with the British Empire from fundamental points of view like that you will at once find that there is no special place for Imperial studies, because at once the whole question broadens out into a world study. To study the fundamental economic relationships between the various parts of the British Empire involves the study of the fundamental economic

relations between this country and other countries not within the British Empire, and there is no place for a special study of the British Empire."

Rash, discordant, unpatriotic Mr. Lee! Proud Wembley paled to hear the blasphemy. The startled chairman replied in words which were as irrelevant as they were tart and the Conference closed with no answer to Mr. Lee.

Yet it is just the answer to Mr. Lee that is the whole object of Imperial studies, and the one man who seems to have grasped the problem was frowned upon.

We need not agree with this bold gentleman that "there is no place for a special study of the British Empire." Even he shows his own home-keeping British limitations in saying this. But the premises are sound if the conclusion is wrong. If we can grasp the full force of this reflection of the redoubtable Mr. Lee, we shall understand, for instance, a good deal both of recent history in South Africa and of the probabilities of the immediate future.

For many who read this will be sharing in greater or less degree the work of "solving" the tremendous problems of which we are just reaching full consciousness in South Africa. Let us all ask ourselves honestly how we regard such problems. The theatre of action is South Africa and South Africa as a part of the British Commonwealth. Most of us believe intensely that in the resources of that Commonwealth lie many of our hopes of solution. But do we regard the problems for that reason as *merely problems of the Commonwealth*? Are they not first and foremost just *human* problems, and if, perchance, in the attempt to solve them we should hit upon new capabilities in our inherited civilization, should we not wish that all mankind should benefit?

It would help us much if we could feel convinced that when our brothers in England talk of "Imperial Studies" they really meant trying to understand what it is we are attempting to do and so to give us understanding sympathy as well as a window-seat to view the procession.

Our reading of this book leaves us still in doubt whether that is what "Imperial Studies" are to mean. If they are not to mean that they may well mean something that is not only futile but positively dangerous.

TEACHING ENGLISH IN ELEMENTARY AND JUNIOR HIGH SCHOOLS: A Manual of Method: by Paul Klapper, Ph.D. (D. Appleton and Co., New York. 7s. 6d. net.)

Yet another book on the teaching of English, designed primarily, of course, for American schools. Thus the scholar is asked to write a composition on "How to Lay off a Baseball Diamond," and for our "diagnostic evaluations" of progress, we consult specimens selected from the Trabue Supplement to the Hillegas Scale—K.T.L. Reference is made to the procedure in "motivating" literary gems (*sic*), and even to the "barkers" in a circus.

We think that the author is too fond of using quasi-scientific terms to describe familiar things—and in fact if such an expression could be permissible, we should say the book is, as a whole, "too scientific."

With so many excellent modern works by English writers on the market, we cannot see the justification for the adoption of the manual in English schools. Many American film producers could undoubtedly consult it with profit!

However, it would be unjust not to admit that the book is a solid and conscientious piece of work, and well abreast of the "approved practices of the last decade."

J.W.B.A.

A PLAY SCHOOL IN CALIFORNIA.

By A. A. A.

There were two hundred and fifty children attending the Demonstration Play School held in connection with the Summer School at the University of California this year. In a pamphlet which explains the aims of the school we are told:

"The organization and leadership of the child's whole active life for educational ends requires the translation of our knowledge of child nature into an educational classification of activities that shall: (1) represent the child's spontaneous growth, hungers, and instinct tendencies; (2) be simple for practical administration and leadership; and (3) satisfy all educational demands."

That is the beginning of a long paragraph, and the rest of it is just as dreary. But anything gayer than the school, and more unlike the grimness of the pamphlet, would be hard to find.

So far as I can gather, there appears to be just one hard and fast rule. All the girls must wear bloomers. Nominally, ages run from four to eleven years, but the lower age limit is not observed, judging from the number of adorable toddlers to be found in the sand heap.

The school is partly recruited from the families of permanent and visiting professors and lecturers and partly from the children of some of the married students who are attending the enormous Summer School at the University.

The absorbing part of the play school to me is the workshops. There under shady pepper trees, boys and girls bloomer-clad and gloriously dirty, make scooters, picture-frames, honey-boxes, book-cases, toy camels and elephants on wheels. They say what they want to make, and they make it. And the interesting point is that, so as to co-relate carpentry with big muscle activities, they use grown-up tools. Full sized saws, heavy hammers and big nails are theirs for the asking. They make their experiments, and having learnt that a small saw is better for fine work and that a light hammer may do surer work than a heavy one, they profit by their experience, and pass it on.

The gentle and capable teachers stroll about, encouraging and advising, but reducing technical help to a minimum. They approve, however, of the young toilers helping each other. When Irene—pronounced here Ireen—aged six, perspiring and rather discouraged, feels that her saw has stuck on a hard knot for good, courtesy demands that Simon, lordly and a quarter past eight, should finish the sawing and give advice as to the size of nails that must next be used. Being a man, however, he naturally makes Ireen clean up the mess from his planing activities, and take back the plane to the tool-shop, ordering her to explain to the tool-guarder why Simon's plane is now so blunt.

Quiet observation of the tool-guardian and his young clients has been interesting. "Ol' Jahn," as they all call him, has a fresh stock of patience for every new customer. And he needs it. He is firm. Every tool asked for must be accurately described: no pointing is allowed—no vague statements about wanting "a nail about so long."

"No, ma'am," he says to some bobbed haired infant in bloomers, "You jist cut right beck an' find out whut kin' uv a nail it is ye want, an' whut kin' uv a hemmer

ti go with it, an' if ye care to, bring along yer picture frame, an' metch it up here."

"Thet'll larn 'er," he says to me, as "ma'am" trots off to her work bench, and returns with her frame—carried round her neck like a weird necklace.

The painters' and cabinet makers' union would disapprove of this school heartily, for the members are all blacklegs who pay no attention to the twelve o'clock whistle, whose one ambition is to work overtime, and who have contemptible ideas on the subject of employers' liability. They have definite ideas on the subject of accidents, however. Their one thought is to conceal gore. Gore means stoppage of work and bandages, so minor accidents are treated casually and stealthily by the young carpenters and joiners, and the teachers assure me that the children are so careful that a serious accident never occurs.

The painters in oilcloth overalls have a happy life. Think of first making a scooter with wheels and guide-stick complete, and then painting it vivid scarlet, with your name printed in dashing black. The carpentry master told me that Robert John, aged nine, had made a wonderful job of his scooter, without much help, and I saw Robert John scooting on it. Cornelia's book-case is being stained brown, to match the rest of her Daddy's study. Brown is a dull colour to work with, of course, but Cornelia regretfully selected it.

"Just fancy scarlet or yellow book-cases in my Daddy's study," she laughed.

These same daddies and mothers are going to have a rest this winter. Thomas jun. can use a spirit level as deftly as his father, and the art of picture-hanging is no mystery to him and small Elizabeth Ruth. Helena can mend a chair leg: I watched her do it, and all the children can hit a nail on the head. They all seem to understand about washers, too—and to me, to whom a washer is as confusing as the war debt, that is the most respect-compelling of their activities. And they have learnt to look at the romantic side of familiar things—even of washers.

Of course there is a great deal of slap-dash about these little Americans, who are being taught to save the family carpentering bills, and also give more time for after-dinner smokes and newspapers to their daddies: they do not pay enough attention to details—which is a national characteristic. And, as is the world-wide way of youth, they tire of half-finished work. And in combating that feeling the teachers show much wisdom.

Racial differences are marked at the summer school. There are a good many little Japanese and Chinese there. They sit in orderly groups in tidy corners, absorbed in fine and intricate bits of work. Not for them the big conception of a wheelbarrow, or the reckless joy of seeing a real ladder grow. No. There they all sit, rubbing tiny bits of fine-grained wood till it slips through their fingers like glass, and making delicate toys with little tools and exquisite precision, under the guidance of a gentle young Japanese. And from time to time they raise their sleek little heads, and gaze at all the noisy young Jonathans who rage and roar all round them, hammering and sawing and painting and planing happily and self-expressively.

CHILDREN'S RIGHTS.

By S. GEO. TYLER.

Never before in the history of mankind has the subject of "The Rights of the Child" engaged the public mind so completely as it does to-day.

Whether the topic be eugenics, birth control, housing, education or the like, the question at the heart of each is children's rights.

Whatever our views on birth control, we all of us agree to-day that every child has first *the right to be well born*, both physically, mentally, and morally.

It is a crime against the individual, and against society at large, for any parents, wittingly, to bring into the world offspring tainted at the very source of life with diseases like tuberculosis and similar physical evils.

Much more so should parenthood be strenuously denied to those persons who are mentally and morally deprived.

The segregation of the mentally-deficient is a problem whose definite and successful solution has been long overdue in a country like our own, although in America it has received serious attention for years past.

Were this done, the child would at once be assured of the further *right to live a happy, healthy life*, well fed, properly clad, and sheltered in a decent house. He would also be certain of his *right to protection* from neglectful, criminal parents.

The day is past, fortunately for ever, when children of tender years may be condemned and forced to laborious toil for many hours each week to supplement the income of a lazy, drunken parent.

Some years ago an Indian chief was shown the grand sights and the big things of New York—its mansions, cathedrals, and wonderful buildings. On being asked what had surprised him most of all he had seen he slowly, but significantly, replied: "Little children working."

As a young animal the child has a *right to free play*, during which his bodily activities will be the means of developing a fine physique to fit him for the stern tasks and duties of later days.

Denied this means of play, he will grow up stunted and arrested in growth, a burden to himself and his fellows, in the days when he should be shouldering his social responsibilities.

Every child has, too, the indisputable *right to be well-educated* in body, mind and character. Whatever our personal views on education may be, we shall not dispute that a true education is one which develops the whole child for the whole of life, so that the result may be a complete personality.

Following his right to a sound, physical start on which we have insisted, every child has also *the right to have his mind thoroughly trained*, so that he can observe, reflect, compare, and express his thoughts and feelings adequately.

Finally, as a human being rises to his highest development only in character, every child has a *right to be taught to live the Good life* (with a capital G) without fear and without reproach.

Only as this is done can a man become a truly useful and reliable citizen, and attain to the ideal set forth by Emerson: "Men of character are the conscience of the society to which they belong."

HUMAN VALUES.

By LORD GORELL.

I.

She lies a lady all of pain,
Poor, unregarded, little worth
To any who have aught to gain
From toil or pleasure on this earth:

II.

Even her memories are grim;
Harsh every lesson Life has taught;
Gently she turns her mind from him
Who vowed to love and vilely wrought:

III.

Desolate, crippled, patiently,
Each day she lies and all day long,
With heart of simplest charity
That suffers, but can think no, wrong.

IV.

I know a man of high degree
Who clammers up Life's laboured ways;
With health and riches cheerfully
Ambition's urging he obeys:

V.

He is not happy save he bear
A lustrous torch in sight of all,
And has scant sympathy to spare
For those who by the wayside fall:

VI.

He never stands athwart the stream,
Unpopularity his fear;
He spends himself on every scheme
That may avail his bright career.

VII.

She lies a lady all of pain;
He to the busy earth is given:
Which think you, stranger, of these twain
Is of the more account in heaven?

(1) THE PRINCIPAL'S SISTER: by Eva Grey.

(2) TALES OF THE ROUND TABLE: by R. A. Spencer, M.A.
(W. and R. Chambers, Ltd. 1s.)

(1) A girls' school story of the usual sentimental order—not however a bad specimen of its kind, and will doubtless find a sympathetic audience.

(2) We like this unpretending and interesting little introduction to King Arthur and his Knights of the Round Table and are of opinion that on perusal the young reader will "ask for more."

MACMILLAN'S CHILDREN'S CLASSICS—abridged: David Copperfield (Senior); The Water Babies, Carrots, The Little Lamb Prince (Intermediate).

Useful as cheap and handy school readers. The first two are (of necessity) mercilessly abridged, but contain some of the original illustrations.

LETTERS TO A YOUNG HEAD MASTER. SECOND SERIES.

By T. AND B.

VII.—PENNY BLOODS AND SCHOOL LIBRARIES.

MY DEAR W.,

The other day after we had been discussing one of the three R's, it occurred to me to look out the origin of the phrase. I found that it originated with one Sir W. Curtis. Do you know who he was? I know nothing about him.

We have now come to another of the R's—reading. Do many of my boys read cheap "dreadfuls," "bloods," "shockers," or "thrillers"? (you profess your ignorance of the latest technical term, and I cannot enlighten you). If so, does it not distress me? Is it not lamentable that when there are plenty of good books in the school library or libraries, boys should prefer to read such trash? Do I try to prevent boys from reading them? If so, how? That was the salvo of questions in your last letter. Now for the answers.

Yes, a great many of my younger boys read them. No, it does not distress me "worth a cent." No, I do not think it lamentable. I regret it as I regret to find puppies chewing shoe leather, but that is all. The two things are much on the same plane. There is an appalling amount of nonsense written and talked about the deleterious influence of "dreadfuls." Have you read any? If I were a betting man, I would not hesitate to wager a considerable sum of money that neither you nor the "publicists" (horrid word!) who inveigh against these books have ever read one. You and they have probably read in the papers that artful young degenerates who have strayed from the path of righteousness have in the police courts ascribed their aberration to the influence of "dreadfuls," and you have accepted their whining excuses at their face value. On second thoughts, I am inclined to think I am a bit out of date. It is more fashionable now to blame the "pictures."

I have read samples of all classes of these books, and enjoyed many. The paper and the type, of course, are very poor, and they are often "copiously defaced with illustrations." As for the adventure and detective stories, there is in them no "mean and grovelling adherence to probability," but, both in their language and construction, they are quite up to the standard of the majority of the 7s. 6d. books of the same class which I get from Mudie's Select Library—true, this is "praising with faint damns." The school stories are just silly: the institutions described often bear no sort of resemblance to any possible school of modern times. But even so, I prefer them to Dean Farrar's "Eric, or Little by Little." Crude, improbable, silly, they are all harmless. I do not for a moment believe that one boy in a hundred thousand goes to the bad through reading them.

Yes, I do try to stop boys from reading them. Or rather, to state the case more correctly, I try to hasten the process of growing out of them. In doing so, there is one thing I am particularly anxious to avoid, and that is to surround them with the attraction of forbidden fruit. Ridicule is the weapon I use. There is a warning about the use of ridicule which I once copied out in my

common-place book, "Ridicule, the weapon of all weapons feared by enthusiasts, from its predominance over such minds, often checks what is absurd and fully as often smothers that which is noble." There is no danger of smothering anything noble in ridiculing "dreadfuls." I read out with exaggerated emphasis some of the most absurd headings and some of the melodramatic passages.

But also—and I attach much more importance to this—I try to lead them into better pastures, so to speak. One of the chief reasons why boys read "dreadfuls" is that they do not know the books which are intermediate between the classics and the "dreadfuls." The "dreadfuls" they know they like. The classics they know they do not like. Sometimes they do not like the classics because they have been preached at so often about them that they have come to the same state of mind as that of the illiterate Athenian who voted for the ostracism of Aristides because he was tired of hearing him called "the Just." At other times, they have tried to read them before the proper time. The proper time varies enormously with the boy's mental make-up.

Occasional talks with a form about readable books other than classics are very useful. Another thing which I have found very useful is a printed list of "Books Recommended for Boys' Reading," which I compiled with the aid of my staff. This deliberately omits the classics and also Henty—boys read that, to me, rather dull writer without any instigation. It is sold for a penny; boys buy it freely and are grateful for the guidance it gives. Guidance is what they want. As the devout but befogged eunuch said "How can I, unless some man should guide me?" The provision of a library or libraries is not enough by itself. I have put in a few brief notes about the nature of some of the books. When I next reprint it, I intend to improve it in two ways. I will put in a brief description of all the books, and include more which are not novels—at present the list consists almost entirely of novels.

By the way, experience has taught me to be a bit suspicious of young boys who aver that they like the classics best. Some time ago, I was interviewing the border-line candidates for some special entrance scholarships reserved for "late-bloomers"—I use the inelegant expression of the education officials of my area—of the age of 13 to 14. A Jewish boy came for his interview. In the course of it, I asked him, "Are you fond of reading?" "Oh, heth, Thir, very fond," he replied enthusiastically. "What authors do you like best?" "Thcott, Dickenth, and Thackeray, Thir." "Tell me the name of any book you have read recently." There was some hesitation before the reply "The Talisman, Thir," came. "Where is the scene of 'The Talisman' laid?" No reply. "Tell me the name of any character in the book." No reply. My suspicions were now fully aroused, and I became *longo intervallo* a scholastic Sir John Simon. After some time, in spite of his valiant attempts to baffle me, I found that he had not read a

single book by the trinity he said he liked best, though he knew some of the titles. He was indignant when I brutally suggested that "The Boy Chief of the Um-zivooboos" and "The Blood-stained Putty-Knife" were his favourite reading, but I was nettled because he had so nearly got away with it.

The explanation was, of course, that the artful monkey thought that, as a schoolmaster and presumably a high-brow, I would be favourably impressed with the statement that he liked good literature best. I wonder how many schoolmasters have been deceived as I was so nearly deceived.

I do not, of course, mean to imply that all such statements are untrue. As Mark Twain said, "We should be careful to get out of an experience only the wisdom that is in it and stay there, lest we be like the cat that sits down on a hot stove-lid. She will never sit down on a hot stove-lid again, and that is well: but also she will never sit down on a cold one any more."

Talking of Mark Twain, do you remember what he said about the books he read in his youth? "Out of my school-boy readings I dimly remember how the priests and pilgrims of St. Bernard used to go out in the storms and dig their dogs out of the snow drifts when lost and exhausted, and give them brandy and save their lives and drag them to the monastery and restore them with gruel."

Yours ever, T.

DEAR W.,

There is much wisdom behind T.'s remarks on reading. Youth is the time for the sourest of green apples and the crudest of stories. T. is a teacher and an examiner of English. You cannot accuse him of lowering the standard.

I believe it is sound psychologically to proceed from the fairy tale or folk legend or school boy adventure book to higher forms of art. Mark you, if the great stories of the world—so great that they rank as classics—come the boy's way and he is not ordered to read them I believe he will in his own adventures in bookland recognize the compelling influence of works of genius. It so happened that when I was a boy we lived in a village and my father had a good library—it was always something of a grievance felt by my mother that, whatever the state of the family exchequer, my father could not resist the buying of any book which pleased him: he haunted the book-stalls of the adjacent market town and rejoiced when he picked up a Pope's "Iliad" for ninepence, or "The Essays of Elia" "as good as new" for a shilling—and this library he allowed me to use quite freely. I read "Don Quixote," "Gil Blas," "Ferdinand Count Fathom," "Roderick Random" and "Tom Jones" before I was twelve and jolly good tales I thought them. Shakespeare he read to us children, and we wept over *King Lear* and gasped with joy at *Portia's* cleverness as the scenes of the play were read to us on winter evenings while we sat round the fire. He knew so well *when to stop*, to me the supreme mark of good teaching—and was delighted to tease us by saying "We'll go on from this point to-morrow night," when we begged, like *Oliver Twist*, for "more." Then Harrison Ainsworth's shockers brought a new historical world into my ken, and many a night have I kept my candle burning, against orders, I regret to say, in the excitement of the

arrival of victims at the Traitor's Gate of the Tower of London, or the dramatic incidents in "Dick Turpin's Ride to York" (*Rookwood*). Then came the Bulwer Lytton series of thrillers: "The Last Days of Pompeii," "Eugene Aram" and "Rienzi." Kingsley's "Hypatia" followed later, but all these books were devoured by me in my early teens. Some of them are now regarded as unsuitable for youngsters. I suppose Smollett would not be allowed in a modern school library and even "Don Quixote" has to be edited. But the rapid reading of a good tale leaves the breathless reader no time for dwelling on the crude or the lewd; indeed it needs the experience of the adult to give a meaning to incidents which the ordinary boy's innocence misses. I heartily support Miss Pennethorne in her view that "The modern habit of retelling great books in so-called 'simple' language for the children is greatly to be deprecated."

I have found in teaching English poetry to young people that it is a great mistake to aim too high at first. Scott is excellent for lower forms. "Marmion" has just that lilt and clang that youngsters like. It is full of the stir of arms and the glamour of castles. Not high class poetry, but good going verse. Narrative verse at this stage is always best, and longer narrative poems like "Sohrab and Rustum" are very useful. Macaulay's "Lays of Ancient Rome" boys really like, and I remember on one occasion a boy learnt off by heart in a week the whole of "Horatius" for sheer amusement. The Fourth Form can attack Tennyson in "Gareth and Lynette." The story of the promoted "kitchen knave" has always attracted my young people.

It goes without saying that the finances of the school library will cause you anxiety. A good school is only possible where you have a good library and you are fortunate if you get from your governors a steady annual grant for its upkeep. I find the school library takes all the profits of the tuckshop, all the fees which come to the school for the training of diploma students, all the proceeds of the school concert or play—except those, of course, which are known as "artistic triumphs"; these generally produce a debit balance of their own—and this daughter of the horse leech still would gladly come upon the Carnegie Fund, or any other humane-purposes fund, to increase its usefulness. Recently some of the older pupils have established a pleasant custom of giving on leaving school books to the library in grateful recognition of its services to them.

That reminds me that I must tell you my grateful pupil story. During the war an old boy called at the school and told his adventures at the front. He said, "I found French very useful, sir." As he had been a pupil for some six years I bowed in recognition of the compliment. But he went on "Yes, I learnt it in hospital from a French nurse!"

Yours ever, B.

Mr. Mark Russel.

Teachers in the north will regret to learn of the sudden death of Mr. Mark Russel, the representative of the University of London Press. Recently he was compelled to consult a specialist in Liverpool, and an operation was advised. In the course of this he succumbed to heart failure. His untimely death has deprived the University of London Press of a most competent servant, whose visits to schools were always welcomed.

MUSIC.

In these notes Major Bavin gives hints and practical counsel to teachers of music, with special reference to the early stages of instruction.

Playing at a Band.

When recently discussing the record of Nursery Rhymes (Columbia No. 3331) it was suggested that it made an easy opening for a first talk to small children about the orchestra, or a band. Listen to the introduction to "Boys and Girls" the first time on the record. Does it sound like a piano? Many times the answer has been "there is a whistle" or "a whistle pipe." Yes, a kind of whistle. And with that we show a picture of the piccolo and its "father" the flute. These are made of wood—their whistle is made of tin; they blow into the end of their whistle—we blow across a hole in the flute, just as we blow across the hole of a key to make it whistle; in both we cover or uncover other holes with our fingers, but on the flute there are more holes than we have fingers for, and so there are little stoppers (called keys) to cover some of the holes, and we work these keys with our fingers. Later on we shall hear some records which show the piccolo and the flute; perhaps even now we may take the record of orchestral instruments (3198) and, listening to the two instruments alone, compare their sound: the same record will also enable us to compare the flute with the violin.

Sometimes the question draws other answers, "fiddles," "cornets" and occasionally "a piano." By listening to a piano record (say the "Golliwog's Cake-walk," by Debussy, L. 1347) we soon find out whether the last answer is correct. The way is now open for our talk about a band—a collection of different instruments playing together. Pictures of various instruments are shown, but no details given (a general outline of the idea is enough for a beginning) and then we can play at bands, and so the word will become more familiar and more interest will be aroused. A toy trumpet, a drum, a tambourine, a triangle, a whistle, a bunch of keys to rattle, a pencil to tap on the table, another to tap a glass or a cup, even these, among many other improvised instruments, are sufficient. Certain instruments will be told off to play during certain parts of the music—"All play at the beginning, so and so will be silent when the tune changes, all will play when the opening tune come back": or again, they play with certain actions—"trumpets and drums will play when we march, keys rattle when we sing." Eventually one of the band may become the conductor and even control the entries of the various instruments. Noise? Yes, certainly, but controlled noise and a very easy play-way of educating the little ones; minds, ears, eyes, limbs, memories, all at team work; a training in rhythm, memory (when to play and when not), restraint, and above all in listening, for unless they listen to the music (whether played on the piano, gramophone, or sung) it will be impossible to perform their part. When they later hear a band, even if only on the gramophone, their interest is bound to be quickened by their own experiences.

ART.

BY RUPERT LEE.

The question of art in the home is largely one of absorption. Ever since the days of Whistler's "Peacock Room" there has been a prejudice against living in rooms entirely designed by an artist. This prejudice is no doubt justified on the ground that in such a room the designer's personality is apt to overwhelm that of the owner. Many people would rather have their houses furnished from some well-known emporium where the taste, if poor, has the merit of being reticent. On the other hand there is no prejudice against incorporating with the furnishing of one's room some individual piece which, like a blending tea, adds an interest and a flavour without suppressing that general body of comfort and satisfaction so dear to the normal man. The exhibition of chair furnishings, carpets and hangings by four well-known artists at the Independent Gallery is rather formidable in the sense I have indicated, but taken individually the pieces are most apt and delightful examples of craft-work. Duncan Grant's large carpet shows an imagination and invention in the use of colour which proves that an entirely new and original colour sense is still possible. It is more than good taste, more than satisfactory harmony and balance, it is an idea and an expression in colour. This carpet would need to be used in a large room in the fashion of a rug, as the forms being large the complete covering of any part of them would hamper the design. My one technical objection is that I do not believe this particular type of "carpet" stitch would last well underfoot. Roger Fry and Vanessa Bell show some chair covers which, while being very original in design, recall to some extent an early Victorian period. These have the good fortune to be displayed on very charming pieces of furniture. Wyndham Tryon, besides some framed pieces, shows a cover and back mounted on a Spanish chair of lovely design and workmanship. The design of the tapestry is inspired by Spanish landscape which has been ingeniously abstracted to conform with the possibilities of the needle; the colour is individual and the execution, carried out by Mary Hogarth, is most craftsmanlike. The whole exhibition is useful and suggestive, and I hope this is not the last we shall see of this enterprise.

It was a pleasing idea of the Chenil Galleries to open their exhibition with a concert of music. Music and painting are sister arts, though as sisters they have a unique relationship; music is often in company with painting but painting is seldom or never seen with music. Whoever heard of a concert room harbouring a picture exhibition. It was a bold stroke to bring a Mozart Serenade into the present exhibition. However, as the sound died away we were able to recover a lower standard and examine the works. There is a fine early Picasso and some beautiful Derains. Among the sculpture should be seen a Torso by Maillol, some of whose drawings are also shown. Brancusi's delicate abstractions are, I suspect, principally a matter of very good taste, but in this respect they are unimpeachable. A fuller report must be deferred.

THE DEGREE IN PHARMACY.

BY D. B. SEDDING.

The details of the long awaited Degree in Pharmacy have now been published, and a place amongst the Arts and Sciences has now been found for a worthy and indispensable profession, which is open both to women and men.

The training for the Degree of Bachelor of Pharmacy of the University of London extends over a period of three years, unless the candidate has been a graduate of a university and has already spent at least two years in the study of those subjects in which he is to be examined.

The would-be aspirant for the degree should have first matriculated at the London University, or in lieu of this passed one of the many other examinations sanctioned by the Senate, a list of which is given in the regulations. He will also have to pass a general or special intermediate Science examination, including chemistry, physics, botany, and zoology, unless, being a graduate, he shall have previously taken a similar course of not less than three years' duration.

The syllabus for the B.Pharm. includes botany, chemistry, pharmacognosy and pharmacy. In the examination on the first subject, botany, two papers are set, and in practical work the student is expected to dissect, describe, and identify various plants mentioned in the syllabus, and to be familiar with their parts and functions.

In chemistry the papers and practical examination comprise theoretical, organic, inorganic, and physical chemistry, and a knowledge of the history of chemistry from 1662.

A general knowledge of crude drugs, which includes microscopic observations, is required in pharmacognosy.

The examination in pharmacy is very extensive, and includes an elementary knowledge of vaccines and sera and a general knowledge of the manufacture of the preparations in the British Pharmacopœia. Candidates are required to dispense prescriptions and know the doses of the various drugs.

Questions will also be set in which the candidate will be expected to translate passages in French and German. These languages, however, are not included in the final course of study.

The examination takes place annually at a date fixed by the Senate, and the fee is six guineas for each entry.

For external students who do not wish to be resident at the University, an excellent course has been arranged by the School of Pharmacy of the Pharmaceutical Society of Great Britain. The first year of a two years' course in Pharmacognosy and Pharmacy commences about the beginning of October and lasts till the end of June, 1927. It has been arranged in connection with University College, and an intercollegiate time table has been drawn up. This enables students to take botany and chemistry at the University College and the other subjects at this school. The fee for each year's course at the school is only £52 10s.

Full information is contained in Form A.C. 2 (Faculty of Medicine), issued by the London University, South Kensington.

GLEANINGS.

Drawing. (*Quoted in "A Pedagogue's Commonplace Book." Dent.*)

Drawing by penne or pencil is verie requisite to make a man able to judge, what that is which he byeth of artificers and craftes men, for substaunce, forme, and fashion, durable and handsome or no. And why is it not good to have every parte of the bodie and every parte of the soule to be fined to his best.—(RICHARD MULCASTER, 1530-1611.)

That in no case the Art of drawing and designing be omitted, to what course of life soever the children are to be applied, since the use thereof for expressing the conceptions of the mind, seemes (at least to us) to be little inferiour to that of Writing, and in many cases performeth what by words is impossible.—(SIR WILLIAM PETTY, 1623-1687.)

It would bee a very acceptabel qualitie in an ingenuous scholar, if hee may bee taught the art of limming and lumining, how to set forth maps of Countreys . . . and to describe the manor-hous, gardens, orchard and walks —(GEORGE SNELL, 1649.)

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

(November, 1850.)

The Beginnings of Owens College.

"The Trustees of Owens College, Manchester, having realized £75,000 of the effects bequeathed towards this object by Mr. Owen, it is expected that the College will be in operation after the Christmas vacation, in the house lately occupied by Richard Cobden, Esq., near St. John's Church. A. J. Scott, Esq., Professor of the English Language and Literature, and Dean of the Faculty of Arts in the University College, London, it is said, has been appointed Principal. Mr. Scott will also hold the Professorship of Logic and Mental Philosophy—salary £350; and of the English Language and Literature—salary £200."

Cost of Telegrams.

"Attention has been drawn to the electric telegraph and the discussion represents England as far behind the United States in this important particular. A message of thirty words transmitted 50 miles for 31s. 6d. by the South Eastern Telegraph would cost only 4s. 3d. in America. The minimum charge for a message on our lines is 2s. 6d. The American companies charge from 5d. to 8d. for messages of four words transmitted 10 miles."

BALLADS: edited by Frank Sidgwick. (Sidgwick and Jackson. Paper covers, 2s. 6d.)

We can unreservedly recommend this excellent selection to all adult readers. The introduction and notes are scholarly and full of interest.

JUNIOR ENGLISH TESTS: by E. E. Reynolds. (Harrap and Co. 8d.)

Teachers will find this a very handy and useful little book—supplementing, as it does, the exercises afforded by the usual text books.

SCHOOLCRAFT.

HANDWORK IN OXFORDSHIRE.—I.

BY J. HALLIDAY.

Handwork in the elementary schools in Oxfordshire is a very live subject. The development during the past few years has been very rapid, and it is considered to be on sound lines.

Provision for Instruction.

Five years ago the number of boys over eleven years of age who were receiving instruction in handicraft, the heavier forms of handwork, in centres and school courses was about ten per cent. of those eligible for such instruction. To-day it is nearly sixty per cent. This figure is probably a great deal higher than that of any other rural county in England, and compares very favourably with that for many urban areas.

In the standards where "ordinary" handwork is taken, almost every school has its scheme working right through from bottom to top.

Reasons for Development.

This development is due to the enthusiasm with which teachers have realized the beneficial effects of this work in earth materials and to the knowledge that the Director of Education and the Committee believe that when attacked on a practical and sensible plan this work is of real educational value to the child. The aim of the Committee is to provide facilities for craft-work for every child in the schools in the county. This is being rapidly accomplished.

Methods of Providing Facilities.

The development on the heavier handwork side, *i.e.*, the handicraft work in wood, metal, etc., has been by means of centres and "school courses." The latter is the designation of that work which is taken in the school itself, in a spare room, or a shed in the playground, or by a re-arrangement of classes, which is made so as to clear a room when the collapsible benches designed specially for this work are put up. Or again, a room may be obtained for the purpose by the managers of the schools. In some of the council school playgrounds, Army huts have been erected and are used as rooms where all the practical work of the school is done.

Advantages of School Courses.

In these school courses, the teaching is done by the head teacher or by an assistant master.

There are many advantages in this plan, the development of which is encouraged by the authority. It enables a head master to control and link up the whole of the work in his school. It helps to develop and preserve individuality in school handwork, as every head teacher draws up his own syllabus.

Schemes of Work.

There is no county scheme to be imposed on any teacher, so that a great variety of work is seen, and any special qualification or interest of the teacher can have full play.

The teachers in the centres also draw up their own syllabuses. The general plan of the syllabus must show the way in which each branch of work done in the centre will develop. For these centres are not mere

"woodwork" or "carpentry shops," but rather workshops where crafts are practised. Every boy does not find handwork salvation in wood and the work is so arranged that he can see a variety of work in different materials going on around him; thus he is able to help in the search for that in which he can do his best work.

Variety in Outlook.

There are no two centres alike, that is, doing the same kind of work in the same kind of way. Keeping in mind the fundamentals of training in tool manipulation and construction, each teacher is giving of that which he likes best and for which he is best qualified.

One centre, in a district where weaving is a principal industry, makes looms of various kinds and uses them. Another, in a market town, emphasizes gardening and similar aspects. A school course with an ingenious assistant master as teacher, works a scheme of applied science and has made, among other things, a working model of the pump which lifts the village water supply from a low to a higher level. In the same course, lathes and other things, including a gyroscope, have been made from scraps obtained at the local marine store. In another school course taken by a head master who is an enthusiastic expert in nature study all the apparatus which can be made is made by the boys who are to use it.

Exhibitions.

All this tends to develop a very wide variety of interest which is seen in the annual exhibitions staged at the County Agricultural Show. The latter is held at various places in the county, and generally affords a reason for a day's holiday for the children in the area, and an organized trip to the show to see their own work and that done by other children in the county. This gives the children opportunity for seeing other ideas alongside their own and is of great value to them in their future work. Parents, too, are delighted to see the work of their children and compare it with that done by others.

The work is arranged on a craft basis, as the work grows from the bottom to the top of the school. From this arrangement, teachers can see how a scheme can develop and what are the possibilities of any craft which he or she may not have tried.

Kinds of Work.

Raffia work of all kinds, cane and rush and coiled basketry, leather work, weaving, book-binding, brush-making, stencilling, woodwork and metal-work in their many branches, and many more incidental occupations of real value are all practised in some school or another.

Above all, Oxfordshire believes in doing real things in its handwork. It feels that the day has gone when we played at doing handwork in schools. It knows that teachers are easily convinced of the values when a real craft has been tried and the change in the child's attitude towards work has been observed.

A PLEA FOR THE BEGINNER.

By E. A. ASHTON.

"More nuisance than they're worth": thus a master of some thirty years' standing expressed what is to a large extent the opinion of all "old hands" as regards students in practising schools. They instinctively dread those practise weeks: the syllabus is upset, the class gets out of hand, necessitating a constant assumption of the "Deus ex machina" role; while the student seems either hopelessly inefficient and dull, or possessed with a desire to experiment with new methods, however impracticable.

While realizing that such a view is in part justifiable, I would like to plead the cause of the student, whose path is by no means a rosy one.

Having obtained an English degree, I discovered that English was the last subject I required for teaching-practice. I did not shine at mathematics which I had not touched since Intermediate, nor at geography, which I had always disliked. Despite hours of preparation, my lessons consequently lacked stimulus, and I was condemned as incompetent.

Discipline is one of the most difficult problems for the student. In the old days, the system of detention, order marks and corporal punishment afforded some help, but with the rise of "self-government," the question becomes moral and psychological. The idea seems to be that if the child's better nature and sense of honour are appealed to, he will do no wrong. The weakness of this doctrine is realized to the full by the beginner who is confronted with a class intent on a glorious "rag."

Such difficulties, however, the student expects, but in his dealings with the staff he is often as much sinned against as sinning.

One of my clearest memories of a painful "apprenticeship," is of a mistress who bitterly grudged the improved conditions under which we younger ones worked.

"When I was 13," she snorted indignantly, "I was put in charge of sixty children, and had to attend classes in the evening in order to get my certificate." At another school I was looked on askance whenever I dared enter the staff room, and the first time I hung my clothes there I heard the remark: "I never used the mistresses' cloak-room when I was a pupil-teacher." Needless to say, I did not repeat the offence; but I wondered exactly what my status was, thus cut off from both staff and pupils.

I had a friend who was exceptionally keen on drill, games and dancing. She gave new exercises to delighted classes, previously in charge of a teacher whose age precluded any such gymnastic performances. Yet after a short time she was told that she would be well-advised to keep to her predecessor's routine, and that originality was not desired.

If this same flattening and reducing-to-pattern process is continued during the early years of actual teaching, who can blame the average citizen for thinking teachers as a whole hide-bound and narrow-minded? It is all part of the eternal petty warfare between the old and new generations. Until both sides learn toleration and mutual respect, the depressing picture of school-life in Walpole's "Mr. Perrin and Mr. Traill" will continue to be only too true.

TEACHING ENGLISH IN EVENING SCHOOLS.

By VICTOR E. PERRY.

"Why do we study English?" is a question often asked by boys, especially if taking the commercial course. (Girls are more easily interested in the subject.) "What is the use of composition?" and if poetry should be mentioned by the teacher the class usually wishes to rise in a body and depart.

After all some excuse may be made for their feelings towards poetry. Question them, and you will find that to them, poetry invariably deals with emotions which at their age, 14-18, they have not yet experienced and therefore ought not to be expected to understand. In these days of countless anthologies of verse used in the elementary schools, it is amazing that some boys can reach the age of 14 with no more idea of poetry than that it is "something about love that rhymes." But it is so. Probably, in a few years time, we shall feel the result of the improvement the use of these anthologies of verse is sure to bring about, and most probably this antipathy to verse will not be so pronounced, if there at all, as it is in the present.

After repeated efforts to arouse any interest in poetry, the following plan was tried. About fifteen minutes before the end of the lesson, which had included a little reading from the set book and a composition exercise, the class was told that a poem would be read to them and that they would be asked afterwards to give their opinion of the story. "Listen for the story; forget that it is written in verse," was the advice given; Tennyson's "Revenge" was read to the class. As the story unfolded itself, the interest of the class grew and grew, and long before the end of the poem was reached the teacher felt that the whole class was following every incident in the story as keenly as he could wish. In the discussion which followed, it was agreed that the story was a good story, worth telling and well told. Very little time was allowed for this discussion. The subject of poetry was now left until the next week, when, at the same period of the lesson, the class was asked to listen to "The Highwayman," by Alfred Noyes. A similar discussion took place. Rudyard Kipling's "East is East and West is West" was chosen for the third week and Macaulay's "Horatius at the Bridge," for the fourth week. A month had now been spent at this and the teacher thought it advisable to introduce into the discussion a comparison of the stories contained in the poems, and of how any were told. The result of a vote showed that Tennyson's "Revenge" was held to be better told than any of the others. Naturally this was followed up by the question "Why?" and thus began a discussion on literary style.

During the remainder of the session poems and occasionally extracts from prose works were read and discussions followed. The time allowed for the discussions was lengthened, the class enjoyed them and even asked for certain poems to be read to them.

HISTORICAL SONGS AND BALLADS: by Dorothy Margaret Stuart.
(G. Harrap and Co. 3s. 6d. net.)

A charming selection of poems suitable in the main for adult readers, or for the higher forms of secondary schools. More than half of these pieces originally appeared in *Punch*. Altogether a very attractive little volume.

HOSTELS FOR TEACHERS.

A Suggestion towards the Solution of an Administrative Problem.

It has long been felt, and the recent report of the Departmental Committee on the Training of Teachers emphasizes the fact, that teachers as a body, hard-working and conscientious though they are, lack in some measure that general culture and wider social outlook which are desirable in those responsible for the education of children. To remedy this various suggestions for the improvement of the teacher's education and training have been put forward.

It may be doubted whether an extended secondary school life or even a course at a University will alone achieve the desired end, for it is not lack of "schooling" from which the teacher suffers. It is, rather, the environment in which he lives and moves which makes him what he is. The good effects of a University course will soon wear away unless there is something to keep alive his new aspirations and ideals and to stimulate his newly-aroused intellectual interests.

Teachers should therefore seek fresh fields of work where they can create an environment of their own. Going away to school or college has an educational value apart from the course of study pursued, and living in a town or district away from home is a further education for the young teacher, who is thereby compelled to adapt himself to a new social environment. He is valued for what he is in the society in which he finds himself, and it will be for him to make his own reputation. In his own town his home life and experiences have already helped to make a reputation for him. He may be tempted or constrained to move in a second-rate environment of tea-meeting gossip and professional jobbery, and have difficulty in finding that intellectual stimulus which teachers, more perhaps than any other profession, so constantly need. Life in the classroom and the perpetual association with children make it not only desirable but imperative that the teacher should, out of school, mix on equal terms with people whose interests and pursuits will act as a mental tonic.

The practice of in-breeding narrows our idea of the purpose of education. A Wigan-born teacher is not the best person to educate Wigan children, for the purpose of education in Wigan is to "de-Wiganize." Education should unite, not separate and sectionalize. The sympathies of the teacher are broadened by fresh experiences, and he becomes able more effectually to widen the sympathies of pupils who come under his influence.

Why, then, does the stay-at-home practice persist? The reason most frequently given is an economic one; it is cheaper to live at home. It is sometimes added that living at home is more comfortable than living in lodgings, but this, as a general statement, may be open to question. The economic argument is beyond dispute; it is, as a general rule, cheaper at home. The question then remains whether this is in itself a sufficient reason for the choice.

In former days, when the initial salary of teachers in elementary schools was so small that it was well nigh impossible for them to pay for decent lodgings, the economic argument was sufficient. But to-day a teacher can live independently and in reasonable comfort in any part of the country; and, in seeking an appointment, questions other than economic should therefore be

considered. Of course, there are some who will always place financial concerns first, and give little or no consideration to other matters. But this should not be true of teachers at the end of their course of training in a good college, which has sought to imbue its students with high ideals and a healthy professional spirit.

Again, it is sometimes urged that young teachers should seek appointments at home in order to be of financial help to their parents. Of this, I will only say that he is the wise parent who refuses to put any obstacle in the way of his children's freedom in the pursuit of their life's work, and it is only in cases of real and urgent need that this argument can be maintained.

Finally, there is the reason put forward by parents that their sons and daughters are too young to live away from home and without parental guidance. It is true that on leaving college teachers are nowadays very young, and it is, perhaps, a pity that they should finish their training at so early an age, but if they are fitted to take charge of a class of forty or fifty pupils, they should at least be capable of looking after themselves.

To meet these difficulties something might be done which would at once cheapen the weekly lodging bill and provide that steady influence the lack of which the parent so much fears. Why should not hostels be provided where young teachers could, at a reasonable cost, be boarded and lodged not only in comfort, but in an atmosphere of culture and good taste? Such hostels would be run much on the same lines as University settlements, and would be under the control of wardens specially chosen for the work. They would be a boon to young teachers, and would probably induce them to apply for posts outside their native place.

Life in a hostel has many advantages. Meals would be taken in halls under decent conditions, and, in addition to their own room, residents would have the advantage of library and common rooms and of the social life. Life of this kind would prevent young teachers from getting slack in many small, but, for teachers, very important details of dress and manners, and would help them to maintain a proper standard of speech. These hostels, besides providing a suitable home for young teachers, would almost certainly become centres of social and intellectual activity, and in this way would be a valuable addition to the educational life of the district. They might very well be established by enterprising local authorities, and, properly managed, would easily pay for themselves. At any rate, hostels of this kind would probably encourage that migration of teachers on which the better status of the profession and the efficiency of education as a civilizing force largely depends.

Concerts for Children.

Dr. Malcolm Sargent began last month a new series of concerts for children in the Central Hall, Westminster, the purpose of which is to instruct young people (and old) in the rudiments of orchestral music. At the first of the series, given on October 10th, Dr. Sargent showed the instruments of which an orchestra is composed, how they make their sounds, and how they differ. He went on to explain a "Symphony," illustrating his points with performances of Bach's Brandenburg Concerto for Strings in G, Beethoven's C major Symphony, and Schubert's Rosamunde Overture.

BLUE BOOK SUMMARY.

Special Service Regulations, 1925.

Now and then come signs of a tendency to consolidation in the output of Grant Regulations under the Act of 1921. No. 19 (1925) is the old No. 19 of previous years, but it embodies the paragraphs of three others, which as from April 1st, 1925, are therefore repealed. These three are No. 6, Nursery Schools (S.R. and O., 1919, No. 257); No. 20, Medical Inspection and Treatment, Higher Education (S.R. and O., 1920, No. 771) and No. 21, Training of Blind, etc., Students (S.R. and O., 1920, No. 1359). This re-issue in place of the Healthy, Physical and Mental Development of Children Regulations, No. 19 of 1920, is S.R. and O. of 1925, No. 835, and is divided into twelve "chapters" dealing with all the topics coming under the head "Special Services." These include, therefore, the School Medical Service of Elementary Education under Section 80 (1) of the 1921 Act; of Higher Education under S. 80 (2), (3); the Provision of Meals under S. 82; Schools for Blind, Deaf, Defective and Epileptic Children under Part V of the Act; Nursery Schools, under Sect. 21; the organization of physical training; and Play Centres, under Sect. 22. Grants are payable to Local Education Authorities, for elementary education, under Grant Regulations No. 1, and for higher education under Grant Regulations No. 4; and therefore all three sets of regulations, viz., No. 1, No. 4, and No. 19 have to be complied with. Managers of schools and institutes not provided by local authorities receive grants under the conditions set forth in Chapter XI of these regulations (Articles 39-43).

In such institutions and schools the grant payable in respect of each unit of average attendance is £8 10s. in a day school, or £16 10s. in a boarding school for blind or deaf children; and £7 10s. or £15 10s., similarly, in schools for defective or epileptic children. These last two sums, however, may be increased by £4 and £9 in the case of open air schools for children suffering from tuberculosis, debility or pre-tubercular conditions, if the cost justifies the increase; but this particular paragraph is to have effect only from August 18th, 1925 (not April 1st), the date of these regulations. And it may be added here that though, as stated above, "these regulations have effect as from April 1st," yet the four earlier regulations, repealed as from that date, will function up to October 18th; for "until two months after the date of these regulations, the conditions thereof may be satisfied by the fulfilment of the conditions of the regulations hereby repealed."

Appendix "B" of the former regulations applicable to special schools has been removed and its place taken by the schedule contained in Circular 1366, which sets out the Board's requirements in regard to the qualifications of the staffs of Special Schools for Blind, Deaf, Defective and Epileptic Children. The proper place for these would seem to be where they were before, and the reason for the change is not obvious; unless the requirements under Article 9, which "may vary from time to time," change more frequently than the regulations.

The new schedule contains the regulations for staffing schools for the blind, the deaf, and for defective and epileptic children. What corresponds with the supplementary teacher in elementary schools is to be found here also: but whereas such "*women over 18 years of age*" may be employed only for the youngest children in rural schools, in these other schools "the Board may, when they think fit, recognize as an assistant teacher a *person* over the age of 18 provided that they are satisfied that *he or she* is specially qualified to act as a teacher in a school for blind (deaf) children." The age, 18, is not mentioned in the case of epileptic and defective schools. In these cases "the Board will recognize in each school a reasonable proportion of teachers who do not possess" the qualifications set out, "provided the Board are satisfied that they are competent to act as teachers under proper supervision." Special subjects teachers in these three types of schools, are not required to possess the qualifications demanded of ordinary assistant teachers, but they must in every case be approved by the Board. Any teacher entering on recognized service for the first time must notify the Board at once, and in case of doubt as to the service being recognized for purposes of the Superannuation Act, 1918, should also inform the Board of the facts of the case.

Graphs in Mathematical Teaching.

Circular 884, revised 1925, is in the main a reprint of the same circular issued in 1914 which was an enlargement of an earlier one. It appears over the name of Mr. E. H. Pelham, Principal Assistant Secretary, and it sets forth an answer to the question "What is the proper place and aim of graphical work in algebra?" It quotes with approval the preface to a recent school book: "The fundamental idea (of graphical representation) is rather that of functionality . . . the interdependence of two variables. This idea should be at the back of the teacher's mind all the time, and the pupil should be led—very gradually—to realize it with increasing distinctness."

The circular deserves the study of all teachers, whether they be mathematical specialists or not: certainly it should not be neglected by teachers of the upper classes in elementary schools (though it is mainly concerned with secondary school teaching and organization). At least they will find it stimulating and suggestive. Its main thesis seems to be that "a school-course of mathematics should issue in a sense of functionality." "One aspect of functionality is law of connection, and the concept of the world as a cosmos, an ordered whole governed by laws, is an outcome of education, and towards this mathematics, in terms of which some of the laws may be expressed, has essential contributions to make."

The primary use of a graph is to exhibit to the eye a series of simultaneous values of two quantities; but if the graph is to have an educational value, there must be a constant transition from language to graph, and from graph to language. "The former develops a new power of seizing the inner meaning of complex numerical statements; the latter provides simple and precise exercises in the accurate statement of matters which are clearly apprehended; and both give occasion for the close examination of data in order to make sure that they have been fully grasped . . . Graphs in fact should be used to open boys' minds; they should not be treated as a subject in themselves, but as incidental to numerical discussions."

The mathematical teacher will find herein some cautions, which he will do well to heed. For example he should from the outset use accurate language; he must not speak of "one divided by zero," but rather say "y can be made as great as we please by making x small enough." (But a boy, of fourteen say, will certainly like to know why one is more accurate than the other—zero or nothing he won't interpret as something, whatever its approach to infinity of smallness.) Again "a formula is often only a means of working out separately any particular case wanted instead of a living thing showing the relation between two constantly varying quantities. There is a gap between the knowledge that the area of a circle can be found from the formula πr^2 , and the fact in the form "the area grows as the square of the radius." Further, the mere plotting of isolated points merely as exercises in the mechanism of plotting is condemned as "quite unnecessary," and such an one as finding the area of a triangle "quite irrelevant." For there are different view-points in graphic algebra and analytical geometry. There is a positive value in using the language "Plot a graph of $f(x)$ " rather than "Plot the graph of the equation $y=f(x)$," or still worse $F(x, y) = 0$."

The circular contains 47 paragraphs grouped under sub-headings—such as "Graphs in Science Teaching," "Trigonometrical Functions," "Solutions of Equations," "Development of Self-Confidence and Trust in the laws of Algebra," "Extensions of the Number Concept," and so on. This last we are told is given much more attention on the Continent, than in England, where such notions as "fractional," "negative," "irrational," and "imaginary" numbers are dealt with in a slovenly fashion and in many school books treated quite falsely.

The circular finishes with "Detailed Suggestions for Practice," and suggestive hints are given for the gradual development of "the sense of functionality" beginning with common things like temperature charts, and simple questions in arithmetic which lend themselves to graphic representation. The further stages are helpfully indicated and by the time these have been travelled, the pupil will be able through, not teaching, but by learning from experience, "to think intelligently about related variables." He will possibly see, too, that "a proper treatment of graphs looks forward to the calculus, rather than to analytical geometry, as its ultimate development."

THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

A series of conferences with the secretaries of local associations is now in full swing. Already there have been conferences at York, Lancaster, Shrewsbury and in London. At York the secretaries of associations in Yorkshire, Durham, and Northumberland attended and at Lancaster those for associations in Lancashire, Westmorland, and Cumberland. Similarly, other centres have covered the counties most conveniently situated with regard to travelling facilities. Districts not yet covered will be served from Bristol, Nottingham, Swansea and Plymouth, so that when the last conference of the series has been held the secretary of each local association within the Union will have had an opportunity of meeting other secretaries, the chairman and secretary of the Central Organization Committee, the officers of the Union, and the members of the Executive for the district in which the conference is held. It is admitted by all who have attended the conferences already held that the Executive will add immensely to its knowledge of local conditions and problems and that local secretaries will have gained much by conferring with their colleagues in Union work and pooling their experiences in the overcoming difficulties of organization. One of the chief topics of discussion has been the apathy of the ordinary member of the Union in connection with active association work. Up to the present there has been a consensus of opinion that meetings must be made more attractive on the educational side. The ordinary business meeting does not attract, whereas lectures and discussions on curricula and teaching methods do attract. Reports of an increase in membership are numerous; this coupled with the fact that the Union income is higher than at the corresponding period of last year points to a substantial increase of membership at the close of the year.

Religious Instruction.

The question of religious instruction in central schools is at present occupying a considerable amount of attention at Hamilton House. The reorganization of schools for purposes of advanced instruction, with its consequent fillip to the establishment of central schools, is creating a difficulty with regard to the kind of religious instruction to be given to children transferred from non-provided schools to central council schools. Already a case has arisen at York, where it is proposed with the consent of the parents to treat transferred children as separate groups for purposes of religious instruction and to allow the denominations concerned to make suitable arrangements for teaching the groups. In principle this would appear to indicate that the ordinary teaching staff would be relieved of the duty of giving the religious instruction, but in practice it would be otherwise. Sustained daily religious instruction is not secure outside the ordinary teaching staff of the school, and the ultimate result of such group teaching on denominational lines must inevitably be the appointment of teachers on grounds of their religious convictions. It is evidently the plain duty of a Union of professional men and women to fight such a proposal at once. York must not be allowed to extend to schools provided by an education authority a disability at present limited to schools of a denominational character.

Reorganization of Schools.

In the London area much interest centres round an experiment to organize schools in pairs and in this way to secure a break for all children at the ages of seven and eleven plus. Each school of the pair has an infants' department; but one school is then organized to take junior boys in one department and junior girls in the other department; the other school of the pair takes senior boys and senior girls—each in a separate department. This, of course, is possible in large towns where the paired schools are conveniently situated. It is not possible in rural districts and it is in these districts the problem of reorganization for purposes of advanced instruction is difficult to solve. Among certain teachers in rural districts there is marked opposition to the central school as the solution. Quite naturally these teachers dislike intensely the idea of parting with their pupils at an age when the fruits of past teaching are beginning to promise rapid future progress. The Education Committee of the Union has already received a deputation advocating the organization of each school in such manner as would enable it to grapple with its own advanced instruction. A memorandum on the whole question of advanced instruction in the primary schools is now being prepared by the committee, and may shortly be issued.

The Salaries Award.

The very general acceptance of Lord Burnham's award by local education authorities is fully appreciated by the National Union. There are, however, one or two authorities who have definitely refused to put the awarded scales into operation. The Union is now face to face with the natural indignation of members working under these authorities. The award was made in March last and it is now October. What is the next step? The Executive has reported the position to the Burnham Committee and in accordance with clause six of the terms of reference to the arbitrator will seek the co-operation of the Local Authorities Panel in an approach to the President of the Board of Education. Clause 6 runs thus:—"The respective Panels agree on receipt of the arbitrator's award to make representations, if necessary, to the President of the Board of Education, with a view to obtaining the assistance of the Board in securing the adoption of the award by local authorities and teachers." The Executive of the Union is anxious to proceed quite constitutionally in this matter and is asking members to exercise a little patience even yet. It is anticipated there will be no difficulty in obtaining the co-operation of each Panel in an approach to the Board at an early date.

London and the Award.

In July last the London Authority adopted the award for its assistant teachers with operation from April 1st. For its head teachers, however, the Authority adopted a scale equivalent to the award scale in its total cost to the Authority, but differing from it in its individual application. Quite recently there appeared in the official organ of the Association of Education Committees an attack on the London Teachers' Association and the National Union of Teachers for their willingness "to acquiesce" in this departure from the award. It becomes necessary, therefore, to state in exact terms that neither the L.T.A. nor the Executive of the N.U.T. has expressed its willingness "to acquiesce." The London Authority alone is responsible for adopting the equivalent scale, and its reason for doing so is public, having been fully set out in the report of its Education Committee in July last.

Matters under Consideration.

Outside matters referred to above the Executive has under consideration a series of resolutions adopted by the recent conference of the National Federation of Class Teachers. Among the subjects covered by these resolutions are: "Educational Reorganization," "Constitution of the Board of Education," "Accommodation in schools for the medical inspection of pupils," and "Religious Instruction." In addition consideration is being given to the "Education of Adolescents," "Teaching by Head Teachers," "The Teaching of Sex Hygiene," and "The Formation of Parents' Councils." Other committees of the Executive are fully occupied with their special business, viz., legal cases, tenure cases, press and publicity matters, the salary and superannuation difficulties of individual teachers, etc., etc. In addition the advisory committees dealing with higher education, education in rural districts, handicraft and domestic subjects, continuation schools, uncertificated teachers, and poor law schools are fully occupied. Hamilton House is indeed a busy hive of workers.

The Bloomsbury Site.

Replying to a question by Dr. Graham Little, M.P. for London University, Colonel Guinness, Financial Secretary to the Treasury, said the Senate had decided to decline the offer of the Bloomsbury site of about 11½ acres behind the British Museum, which Mr. Fisher, then President of the Board of Education, made to them in 1920. The Senate have been informed that the Treasury is willing to consider any practicable alternative proposal for an increase of the accommodation for the Central Officers of the University.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**"War Studies" at London.**

The Military Education Committee of the University of London has made arrangements for the delivery of a series of public lectures on "War Studies," on Thursdays at 5-30 during the present session. During November and December the subjects will be: "The Study of War," by Major General Sir George Aston (Lord Grey of Falloden in the chair); and "Land Warfare," by Major-General Sir W. E. Burnside, Commandant of the Staff College, with Lord Haldane in the chair. The lectures are open to the public.

A New Library for Cambridge.

The State grant to Cambridge has been increased from £60,000 to £85,000. Dr. Seward after referring to the benefactions received by the University during the past year, said their most urgent need was a new library. A site has been obtained, and sketch plans prepared by Sir Gilbert Scott, R.A., but they were provisional. A benefaction of £100,000 would provide one wing, but it was hoped that £500,000 might be secured in the near future, not only for the actual building, but for its endowment.

Exeter.

An appeal is being made for £100,000 for the building and endowment fund of University College, Exeter. The College has been in existence for sixty years and has recently been granted full University College rank. In order to supply the needs of a growing body of students and would-be students, premises will be built, if the appeal meets with adequate response, on the Streatham Hall Estate, situated about a mile from Exeter Guildhall. The College has about 350 full-time students, living in Exeter hostels. The College also does much extra-mural work in the towns and villages of the South-west.

Leeds.

Leeds also is appealing for funds to improve and extend its University buildings. To achieve the object in full will probably require half a million, but if the provision of new buildings is gradual, £50,000 a year would complete what is required in ten years. The appeal, which is signed by the Duke of Devonshire, as Chancellor of the University, has already met with a response of about £120,000. The present number of whole-time students, 1,400, is more than twice the number for 1913-14. The teaching staff has risen from 178 to 268, and there are over 40 separate departments. About a third of these are housed at present in temporary buildings, or in former private houses.

No Room in City of London School.

At the annual prize-giving of the City of London School, Dr. A. Chilton, the head master, said there were no vacancies for 1926—the first would come in January, 1927. The school has recently opened its new playing fields at Grove Park, and additions to the school are being built in John Carpenter Street. Among the recent resignations on the school staff is that of Mr. John Tollett, "the famous head porter," after forty years' service under three head masters—Dr. Abbott, Mr. Pollard, and Dr. Chilton.

University College, Hull.

A further appeal is to be made for donations to supplement the gift of £250,000 from Mr. T. R. Ferens to establish a University College for Hull and the East Riding of Yorkshire.

A Rural College.

Cambridgeshire is making an experiment in village education which will be watched with great interest. There is to be a village college at Sawston, which will serve the needs of the surrounding villages. It will contain a senior school for children over ten in this area, and with its workshop, rural science laboratory, domestic science rooms, and school garden, will give an advanced elementary education intended to fit boys and girls for life as countrymen and country-women. Provision will also be made for rural adult education and for social activities. The college will be, in fact, a village community centre. The capital cost of the building is estimated at £12,550.

COMPETITIONS.**JULY RESULTS.****I. University Dons as Teachers.**

We had hoped to receive from grateful pupils a large number of earnest tributes to their university teachers. Alas! of the essays sent in none can be described as lavish in praise or exuberant in gratitude.

The First Prize of ONE GUINEA goes to:

MISS J. A. JENKINS, 139, Heathfield Road, Handsworth, Birmingham.

and the Second Prize of HALF A GUINEA goes to:

MISS E. R. NORTH, St. Katharine's, St. Andrews, Scotland.

II. A Drawing of a Jolly Baby.

A few very pleasing drawings were sent in.

The prizes are divided and FIVE SHILLINGS goes to each of the following:

JOAN BARNARD (11), Ellington House, Ramsgate

MORNA W. KING (14), Burton House, Burton, Westmorland.

GWEN DAVIS (16), The College, St. Leonards.

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 1,100 words or less on

Private Enterprise in Education.**II. For competitors under 16 years of age.**

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

My Favourite Poem.

The poem should be written out neatly in ink.

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, and prizes may be divided or withdrawn at his discretion.

The last date for sending in is the 1st of December and the results will be published in our January number.

SOUTHEY'S LIFE OF NELSON: edited by D. Frew. (Blackie and Son, Standard English Classics.)

Southey's famous biography, with a brief introduction and a few short notes referring to persons and places mentioned in the text.

An interesting reading book for the schoolroom, but we are not quite convinced that yet another cheap edition of this book was required.

PERSONAL NOTES.

Manchester and Professor Tout.

Professor T. F. Tout has been presented with a volume of essays in medieval history, written by old colleagues and former pupils. Lord Crawford and Balcarres in making the presentation said the tribute was one which reflected in many ways Professor Tout's own personality and high ideals. Professor Tout in severing his connection with the university leaves behind him as his greatest memorial the School of History, which has, in the main, been built up through his endeavours.

Professor Percy Buck.

Dr. Percy C. Buck, Mus. Doc., M.A., Oxford, has been appointed to the King Edward Chair of Music in London University. He was educated at Merchant Taylors' School, the Royal College of Music, and Worcester College, Oxford. Since 1900 he has been Director of Music at Harrow School and from 1910-1920 was Professor of Music in Dublin University.

Mr. Emile Jacot, B.A.

The Rome Scholarship in Sculpture for 1925 has been awarded to Mr. Emile Jacot, B.A. (Oxon.). Mr. Jacot is 29, and was a student at the Slade School of Art from 1919-1922, under the late Mr. Havard Thomas. He left King Edward VI's School, Birmingham, for Queen's College, Oxford, whither he returned after the war. During his first year of residence he published "Rolls," a volume of satirical verse. His latest book is the recently published "Nursery Verseries."

Printer to the University.

Mr. J. de M. Johnson, M.A., has been appointed by the delegates of the Oxford University Press to succeed the late Mr. Frederick Hall as Printer to the University. He has been connected with the Press since 1915, and in 1919 became joint assistant secretary.

The Rev. Lionel Ford.

The head master of Harrow has been appointed Dean of York in succession to Dr. Norris.

Professor Edwin Henry Barton, Dean of the Faculty of Pure Science in University College, Nottingham, died suddenly at Nottingham. While employed as a draughtsman in an engineering works he attended evening classes at the college and matriculated at London University at the age of 31. In 1891 he graduated in science and became D.Sc. in 1894. He carried out research work at London and in the University of Bonn. He was successively lecturer and professor in the department of Physics at Nottingham, and became Dean of the Faculty of Pure Science in 1925. He was elected F.R.S. in 1916, and was the author of several text-books. Dr. Barton, at the time of his death, was busy with the plans for his department in the new university building in University Park, Nottingham.

Francis of Blundell's.

Mr. Augustus Lawrence Francis, for more than forty years head master of Blundell's School, died in his sleep at Tiverton Sunday, October 25th, at the age of 77. Mr. Francis went to Christ's Hospital and Jesus College, Cambridge. In 1872 he was sixth form master at Dulwich College. He was appointed head of Blundell's at the age of 27, being chosen out of sixty-four candidates.

Chairman of the A.M.A.

Mr. J. S. Davies, of Harrow County School, has been elected chairman of the Assistant Masters' Association for the forthcoming year.

A BOOK OF ENGLISH POEMS, graded for use in schools: J. H. Jagger, M.A., D.Litt. Part III. (University of London Press. 2s.)

This is the third part of a series of books. It is well printed and will not try children's eyes. The "songs" and poems are taken from a wide selection of authors from Shakespeare to Sir C. Spring-Rice and Dr. Vaughan, the great 17th century poet of Brecon. Mostly patriotic and largely inspiring, this book will be much used in schools of all kinds.

ASSOCIATION NEWS.

The Teachers Council.

At the October meeting of the Council it was announced that 76,072 applications for admissions to the Official Register had been received down to the end of September. Applications for admission to the Associate List and the Provisional List are also coming in. It is hoped that all newly-qualified teachers will apply as soon as possible, and that others who are not yet Registered, although eligible, will lose no time in submitting their credentials to the Council.

Conference of Educational Associations.

The Fourteenth Annual Conference of Educational Associations will be held from 31st December, 1925, to 7th January, 1926, at University College, Gower Street, W.C.1. The President of the Conference will be Dr. Seward, Vice-Chancellor of Cambridge University, who has chosen as the subject of his inaugural address "The Position of a University in National Education." At the two joint meetings of the associations the subjects of discussion will be "The Relationship of Technical Education to other forms of Education and to Industry," and "How can the organization of National Education, in the Spirit of the Act of 1921, be effected?"

Modern Humanities Research Association.

The annual general meeting of the Modern Humanities Research Association will be held at the College of Preceptors, Bloomsbury Square, London, W.C.1, on November 5th, 1925, at 5-30 p.m. The President, M. Emile Legouis, will deliver his presidential address, entitled "A Short Parallel between French and English Versification." Tickets for the meeting, which is open to all, together with information regarding the Association, if desired, may be had on application to the Hon. Secretary, Professor E. Allison Peers, The University, Liverpool.

British Science Guild.—The Norman Lockyer Lecture.

The first annual Norman Lockyer Lecture, established by the British Science Guild as a means of periodically directing the attention of the public to the influence of science upon human progress, will be given by Sir Oliver Lodge, F.R.S., on Monday, November 16th, 1925, at 4 p.m. The subject of the lecture will be: "The Link between Matter and Matter." Lord Askwith, K.C.B., K.C., President of the Guild, will be in the chair, and the lecture will be held in the Hall of the Goldsmiths' Company (by kind permission of the Master and Court of Assistants of the Company). Tickets of admission may be obtained on application to the Secretary, British Science Guild, 6, John Street, Adelphi, London, W.C.2.

Special Libraries and Information Bureaux.

The idea of providing an opportunity for intercourse between those engaged in assembling and distributing information in the fields of science, industry and public affairs, has met with an astonishing success, under the auspices of the Association of Special Libraries and Information Bureaux (A.S.L.I.B.).

Sir Arthur Steel-Maitland, Bt., Minister of Labour, opened a conference at Balliol College, Oxford, which lasted from September 25th to 28th, and was attended by over 200 delegates of organizations ranging from the scientific societies and large libraries to research institutes and smaller associations of experts.

The attendance included M. Otlet, of the Institut International de Bibliographie, Brussels, and other visitors from Germany, Holland, and the United States, and the international aspect of the subject was further emphasized by a valuable address from Professor Gilbert Murray on the work of the Committee of Intellectual Co-operation of the League of Nations.

Dr. Chalmers Mitchell, F.R.S., spoke of the "World List of Scientific Periodicals," which has just been published with the help of the British Museum authorities, and which discloses the existence of some 25,000 separate journals. Organization, co-operation and the initiation of methods of exchange, are obviously desirable to keep the community in touch with world sources of information of such gigantic dimensions. The problems of translation and collective abstracting were dealt with in papers by several of the leading authorities in the engineering and chemical sciences.

The information sections of such Government departments as the Board of Education, Ministry of Health, and Imperial Institute, were described.

NEWS ITEMS.

The Railways and Education.

The London Midland and Scottish Railway, in their educational arrangements for the session, announce an important extension of University courses for railway students.

The predecessors of the L.M.S. some years ago were instrumental in promoting special courses of study in railway economics at London and Manchester Universities. This year the company have extended the courses to Birmingham University, and, in collaboration with the L.N.E.R., to Glasgow. Still further extensions are likely next year.

These steps are taken in accordance with the L.M.S. policy of encouraging the scientific study of railway administration, particularly among its own employees, for the purpose of bringing the best brains to bear upon current and future railway problems.

A University in embryo is directed by the railway itself. Recently the annual programme of classes opened in 41 towns in England, Scotland and Ireland, and three thousand regular students attended. The classes are run in co-operation with the L.C.C. in London, and with the local authority in other towns. The London and North-Eastern Railway will continue during the coming winter the educational scheme for its clerical staff inaugurated last year. The lectures are on such subjects as railway law, railway economics, railway operating, and commercial geography, and last year attracted over 6,500 students. The lectures will be given in various centres, in co-operation with the Universities of London, Cambridge, Nottingham, Sheffield, Manchester, Leeds and Durham, as well as of the Scottish Universities.

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 1st and 2nd June, 1926, for one Gill Memorial Scholarship of the annual value of £81, and several Gill Memorial Exhibitions of the annual value of £60. This Scholarship and the Exhibitions are each tenable for three years, or, on the recommendation of the head master, the period may be extended to four years.

Candidates for nomination must be (1) under 14½ years of age on 1st June, 1926; 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, 1926.

A School Time Table.

The *Kent Education Gazette* prints (by courtesy of Sir Sidney Alexander) a time table in use in a Paris Lycée of 500 boys in 1854. There were no organized games; solitary confinement under a staircase was a punishment; and the boys were always under the eye of a master, Le Pion.

| | | | |
|--|---------|----------|-------|
| Rise | - - - - | 5-0 | a.m. |
| Study till | - - - - | 7-15 | a.m. |
| Breakfast at | - - - - | 7-15 | " |
| Class-room | - - - - | 8-10 | " |
| Study till | - - - - | 12-0 | noon. |
| Dinner | - - - - | 12-0 | " |
| Recreation till | - - - - | 1-0 | p.m. |
| Study till | - - - - | 2-0 | " |
| Class-room | - - - - | 2-4 | " |
| Tea and Recreation till | - - - - | 5-30 | " |
| Study | - - - - | 5-30-8-0 | p.m. |
| Supper at 8-0 p.m., and Bed immediately after. | | | |

It looks a pretty strenuous life!

The N.H.R.U.

The National Home-Reading Union, which was founded by Dr. Paton thirty-five years ago, is issuing its monthly journal under the name of *The Reader* and it may be purchased by the general public. It will contain courses of reading on various subjects, notes of current events, articles of general interest, and a guide to the best new books. Membership is either ordinary, introductory or honorary, and particulars of these, and their privileges, can be obtained from the General Secretary, Miss Laura Rynd, 12, York Buildings, Adelphi, London, W.C.2.

The E.S.U. Scholarships.

The English-Speaking Union has founded scholarships to be held by young business men to enable them to spend a year in the United States to study American business methods, and gain acquaintance with American life. The first scholarship has been awarded to Mr. G. A. Hannent, of Norwich, who is eighteen. He will enter the timber business, holding temporary posts with business firms and will study at Boston University. The scholarship is due to the activity of the Boston branch of the English-Speaking Union, and to the generosity of Professor Harold Whitehead.

Scholarships for Commerce.

The Bradford Chamber of Commerce is offering scholarships to candidates—preferably Yorkshiremen—between the ages of 18 and 25, for the purpose of studying foreign languages abroad. Applicants must have a working knowledge of the proposed language and intend to take up a business career. They must live in the selected country for at least six months without interruption and render a monthly report to the Secretary of the Chamber during foreign residence. The cost of the scholarships is derived from a fund of £40,000 given by an anonymous donor.

Burnley's Training Scheme.

Burnley has a scheme for training secondary teachers—it only awaits the Board's consent. If put into force it will save parents the cost of another year's university course for the teacher's diploma. Candidates must be not less than twenty-one and must be graduates. The course of study is to be prepared by the Principal of the High School for Girls and the Director of Education—the former to receive £40 a year for this work. The course is a systematic one and covers a year's study in the theory and practice of teaching.

Modern Language Association.

The Lancashire and Cheshire Branch of the Modern Language Association has been revived, and it will endeavour to help those members of the Association who cannot attend meetings of the parent Association. Dr. W. W. Vaughan, of Rugby School, lectured last month at Manchester University for the newly-formed branch, and other lectures have been arranged at Liverpool and Manchester, to be delivered by Professor J. G. Robertson, Professor Boillot, and Mr. Walter Ripman. It is also proposed to hold meetings of a professional nature where curricula and methods may be discussed and where modern language staffs of universities and schools may meet.

Dalton Association Lectures.

The Dalton Association announces the following lectures, to be given at 92, Victoria Street, S.W. (the Six-Point Group Room, at 5-30 p.m. **November 11th**—"Four Years of the Dalton Plan," by Miss E. Wilson, Duncan House School, Clifton. **December 9th**—"English," by Mr. S. P. B. Mais; **February 5th**—"The Dalton Plan in Wales," by Mr. T. J. Evans; **March 3rd**—"The Dalton Plan as worked in an Elementary School," by Miss Hawes, head mistress of the Shipman Road L.C.C. School.

SELECTED LETTERS OF CHARLES LAMB: by G. T. Clapton, M.A. (Methuen and Co., Ltd. 2s.)

If perfect English and perfect humour combined with an undercurrent of sadness go to make good letters, this volume contains some patterns of what letters can and ought to be. Letter 26 (to Dorothy Wordsworth) is a description of William (the Second's) visit to Lamb and London. It is perfect as a glimpse of reality seen through the kindest eyes. "Being asked if his father (the Poet Laureate) had ever been on Westminster Bridge, the son answered *that he did not know*."

Young men leaving home might well be given a copy of these letters as a hint "How to write clearly."

LITERARY SECTION.

BOOKS AND THE MAN.

Critic and Cricketer.

Dr. Edward Lyttelton, late Headmaster of Eton, formerly Master of Haileybury, a Cambridge cricket Blue and an International footballer, has provided "copy" for many journalists and evoked many criticisms from people who like things to go on as they are. He has now written a most interesting book, published by John Murray at 16s. net, and containing a breezy record of events in his strenuous life. The title, "Memories and Hopes," is characteristic, for Dr. Lyttelton fulfils Stevenson's requirement, in that he is of "a frank and somewhat headlong carriage, not looking too anxiously before, not dallying in maudlin regret over the past." His memories are cheery and his hopes are bright, despite an occasional hint that the generality of men are not fond of ideas. In this book he gives a vivid picture of his life as a boy at Hagley, the family home in Worcestershire, at a preparatory school in Brighton, and at Eton. He offers some criticism of preparatory schools in general, while admitting that they are better than they were. He is rightly critical of schools which offer to little boys the luxury and over-sedulous care of a combination of hotel and convalescent home. Dr. Lyttelton believes in the tonics of plain living and daily perspiration. "Softness" in body or mind is a thing not to be tolerated. This strenuous view of life underlies the valuable criticisms on education which he offers. His chapter on cricket has a plea for less shaven wickets and a suggestion that the modern game is too easy.

Eton and Cambridge bulk large in the record, and both are criticized with affectionate zeal and a ready recognition of changes for the better during the past fifty years. The chapters which are concerned with Dr. Lyttelton's all too brief tenure as Headmaster of Eton are full of interest for those of us who give any thought to educational principles. Despite his belief in hard work, Dr. Lyttelton sees clearly that hard work must be rightly induced and directed. He condemns the notion that punishments and prizes are right inducements, saying that their effect is to suggest to the pupil that the pursuit of knowledge in itself is inevitably a dismal and unjoyous task. Whimsically he reminds us that when we wish to mark an important event in school life we give a holiday. "At the first excuse we curtail the nourishment for the spirit and the mind, but I never heard of a headmaster knocking off a meal to add to the ovation." The conventional schoolmaster will here smell the rat of "soft option." Are we to make learning interesting and forego the beneficial effects of "drudgery"? The answer is to be found in the playing fields, where keen young cricketers and footballers cheerfully undertake the drudgery of practice because they are seeking greater skill. Dr. Lyttelton reminds us that it is quite possible to "get boys to work" and yet to fail in implanting any new ideas in their minds. He is, perhaps, over-inclined to embrace new doctrine in seeking a remedy for our educational errors, but his robust good sense and clear-sightedness make his suggestions extremely provocative. I have heard Dr. Lyttelton described as a "crank," but an engineer recognizes the value of cranks in making things move.

SELIM MILLS.

REVIEWS.

Education.

THE SCHOOL AT PRAYER. (Educational Supply Association. 3s. 6d.)

This book has been compiled by the Headmaster of St. George's School, Harpenden. It contains 1,000 prayers of varying length and thus offers a wide choice for all occasions. The publishers announce that owing to the cost of production single copies cannot be sold, although specimen copies may be had on loan for a month. The smallest order that can be carried out is for 24 copies at 3s. 6d., but for orders of 25 to 50 copies the price is 3s. each, and for orders of 50 or more copies the price is 2s. 6d. each. Special title pages containing the name of a school will be added free of cost and prayers already used in a school may be printed and bound with the book at cost price.

The selection is admirable in every way, containing prayers of the early Church, prayers of great men, prayers from the Bible, and prayers from hymns. A convenient index is placed in the middle of the book, followed by a Calendar of Days to be remembered in Chapel. The book should be widely adopted, for it will serve to prevent the growth of indifference which often attends the customary use of a few conventional prayers. F.

English.

AN APPROACH TO CHAUCER: Prose, late and modern verse rendering by R. H. Horne. (Nelson and Sons. 7s. 6d.)

This is an attempt to give a kind of "Lamb's Tales" from Chaucer and the work is well worth all the trouble taken. If it helps to bring the youth to Chaucer himself, then the compilers will be rewarded.

The tales are well illustrated, especially is the popular poem called the "Priest's Tale," where farm house, hens roosting and the poor dreaming cock are all drawn with living humour. English children will learn much from these beautiful pages of classical English mixed with true humour.

RUSSIAN TALES OF MIGHT AND MAGIC: (Oxford University Press.)

A beautiful series of Russian stories well translated and making an ideal and new story book for parents and teachers.

THE PLEASANT LAND OF ENGLAND: An authority of the English countryside. L. S. Wood and H. L. Burrows. (Nelson and Sons, Ltd. 1s. 9d.)

A very useful book for a holiday on the English roads or in some far away village. The spirit of Charles Kingsley and Gilbert White seem to be in the book and to make all readers lovers of their own fair land. Amidst many well known and popular writers, we observe some of our peasant poets, and especially, John Clare. If but our labourers were more handy with pen or pencil we should (and shall) get a much greater harvest of all their powers of observation. Clare has seen these things and with great fidelity he pictures the village street and its occupants, and its beauties even to "garments renten clambering over stiles."

WALES AND THE WELSH IN ENGLISH LITERATURE: by W. J. Hughes, M.A. (Hughes and Son, Wrexham, and Simpkin Marshall, Ltd.)

To all Welshmen this book will give much knowledge and no little pleasure. Wales, up to quite recently, has been a kind of hurt limb of England and has suffered much from the one-language person. As to-day English is laying hold on all Welshmen, the need for such a compact account of "Wales" in English Literature will be greater. The book is an attempt to give an outline of English cultivated opinion and criticism of Wales and the Welsh. Even in the writer's experience, Englishmen visited Wales as an outpost, a little beyond the "pale" of civilization! The Welshman began his march to England under the favouring flag of the conquering Tudors; he filled the colleges and often did excellent work in Church and State. But he fell into disrepute and went through some hard criticism, not wholly untrue.

Mr. Hughes knows his ground well, but allows the English poet or writer to tell his own tale.

A useful book for Welsh secondary schools.

HAMLET: The Swan Edition, Longmans, leaves nothing undone to make the play a real joy to all who love it. The notes and excellent questions, together with the illustrations, make it a perfect copy for a fifth form boy to read and mark and digest.

Science.

FOOD AND HEALTH: by R. H. A. Plimmer, D.Sc., and Violet G. Plimmer. (Longmans. 2s.)

Such a book as this taken at an evening school for boys or girls, would act as "preventive medicine" and lengthen the period of youth into the fifties! It is a capital book for study by housewives.

SCIENCE PROGRESS. A Quarterly Review of Scientific Thought, Work and Affairs. No. 78. October, 1925. (London: John Murray. P. iv+189-376.)

The articles include: "The Digestion of Cellulose by Invertebrates," by C. M. Yonge; "Colour and other changes in the flaked Surfaces of Flint," by J. Reid Moir; "The Scientific Value of Colour in Industry," by W. G. Raffle; and "The Thirst of Man," by Andre L. Simon. There are the usual Notes, Essays and Essay-Reviews, whilst under the heading of Popular Science is to be found a description of the equipment and work of the Norman Bridge Laboratory of Physics at the California Institute of Technology, Pasadena, California. It may be mentioned that in one of the Essays Sir Ronald Ross deals with "The Mosquito-theory of Malaria and the late Prof. G. B. Grassie" in a way which should write "Finis" to this vexed controversy.

T. S. P.

EXPERIMENTAL SCIENCE: by S. E. Brown, M.A., B.Sc.

Part I, Physics: in six Sections. Pp. 530.

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| 1. Measurement, 2s. | 4. Heat, 2s. 6d. |
| 2. Hydrostatics, 2s. | 5. Light, 3s. |
| 3. Mechanics, 2s. | 6. Sound, 3s. 6d. |

Part II, Chemistry. Pp. 140. 3s. 6d.

Part III, Electricity and Magnetism. Pp. 222. 5s. (Cambridge University Press.)

A recent reduction in the published price of the several sections of Part I of this well-known series of text-books affords an excuse for writing a general review of the whole work—now completed by the publication of the section on Sound. Also, there is the hope that by this means the book may be brought to the notice of some of those who have not been fortunate enough to have met with it previously.

The three different parts are in reality three separate books, for the third part was not written for some ten years after the publication of the first two, and even then was written for considerably older boys than were its predecessors. Parts I and II were the outcome of the report of the Committee of the British Association on the Teaching of Science in Schools, and they were the first elementary courses—in Physics and Chemistry respectively—which were adapted to make a boy think out the various problems himself, instead of being given stated facts in a fixed order as in the older "historic" method. Electricity and magnetism were not dealt with at first, so in 1922 the author wrote Part III, and from the start he introduced the conception of the electron into all his discussions. By this means the book is marked out from that large number of similar books published on the same subject, in which all the great discoveries dealing with the electrical structure of matter made during the last decade are relegated to a scantily written last chapter.

The three parts are alike in style and method of presentation, for the author is essentially a teacher, and looks on things from a teacher's point of view. He says: "There is a constant reiteration of fundamental facts, and very little revision should be necessary if the examples are systematically set and exacted for home-work." At the same time this recapitulation is not at all annoying, because the author is so skilful in driving home the fundamental truths of Nature to his readers. He gives them such delightfully interesting illustrations that they do not realize until afterwards what a lot they have learned! The book is well written and attractively produced; its continued popularity is assured.

R.S.M.

Geography.

The tales of the old sea captains must have given their sons wonderfully quickened interests in geography. No better books can be read by boys and girls in a geography class than the Voyages of Anson, of Drake and Gilbert. With one of these books and a good map, the class will require no "teaching."

Each pupil will want to read more and more, and thus lay in store a living interest in geography. Incidentally, the children brought up on such good sea literature as can be found in Messrs. Longmans' class books of Voyages will be "Great" Englishers.

"EUROPE OVERSEAS," by James A. Williamson (Clarendon Press), is an account of the movement outward of the European races. It will be a benefit to all teachers to have such a reasoned philosophy of migration, and will rob the national re-settlement of our folk of all class or party motive. Migration is evidence of life in a race, as can be seen from such books as Mr. Williamson has written.

The "SHORT HISTORY OF NEW ZEALAND," by Mr. Condliffe (published by Messrs. Isitt Ltd., of Christchurch, N.Z. 2s. 9d.), supplies us with a long-felt want. During a visit to the Islands some sixteen years ago, the writer was dismayed to find how little he knew of New Zealand politics and history. When by much travelling and many interviews with sturdy farmers and squires, he learnt much, he asked where were the well-deserved statues of the two great foundation statesmen—Sir George Grey and Bishop Selwyn? Alas! New Zealand had none. This book should be placed in the hands of every settler sailing for New Zealand, and should be given as an examination subject in sixth form examinations. It is simple, clear, and interesting.

THE BRITISH EMPIRE: A. Demangeon, translated by E. F. Ross. (G. G. Harrap. 7s. 6d. net.)

This is a study of colonial geography by the Professor of Geography at the Sorbonne, written in a kindly and impartial spirit and ably translated into English. It is divided into three sections dealing respectively with the formation of the Empire—the nature and methods of British colonization and civilization, and the character of the imperial problems that are arising or have arisen for solution. In each section we note the same unbiased outlook and the same keen realization of the difficulties from which the Empire has emerged and of those towards which she is travelling.

Professor Demangeon stresses, quite rightly, in the first division of his illuminating study, the part that commerce has played and is playing in the construction of the imperial fabric. "Despite the ties of sentiment, trade remains ever the mainstay and binding force of the Empire, as it was the prime motive of those who founded it." In the second section he emphasizes the effect on colonial life of British habits, particularly those relating to self-government; and then, in the third, he examines the characteristics of imperial unity and we realize how the feeling for economic and political independence in each of the individual dominions is a barrier to almost any conceivable plan of artificial unity, and leaves us with the impression, perhaps the conviction, that the only great links of Empire are sentiments—loyalty to the King, pride of race, love of the homeland and a common speech and traditions.

The teacher of the history or the geography of the Empire who treats his subject as a collection of more or less isolated fragments would be all the wiser for the reading of a book which looks at the Empire and its problems as a whole.

E.Y.

HISTORICAL GEOGRAPHY OF ENGLAND AND WALES (SOUTH BRITAIN): by E. H. Carrier, M.A., M.Sc., F.R.Hist.S. (Allen and Unwin. 5s. net.)

Of those whose attention turns to the interactions of history and geography, some are interested in history for the light it throws on "human geography," and others, by far the larger group, call in geography to help in the explication of history. Miss Carrier writes for both groups, but chiefly for this latter.

The opening pages, dealing with the earliest human developments, contain some accounts and embody some theories that are far more debatable than the text implies. The hunting—pastoral—agricultural sequence of developments cannot now be accepted in its nineteenth century simplicity. If we are to correlate the history and geography of early man, we are bound to take account also of the recent work done in anthropology, ethnology, and archaeology. Further, one may hesitate to accept all the author's "inevitabilities." Man "was bound sooner or later to discover and become a master of fire," the discovery of metal "was bound to take place sooner or later." This is a mode of thought quite in the geographical tradition of determinism: environment compels events. There is as good a case to be made for this view as for its contraries, but it is an aid to enquiry that theories of life and of sequences should be explicit when the sequence itself is under discussion.

Once the debatable area is left—and of course it could not in any case be ignored—Miss Carrier has plenty of facts and material to set before us. Her arrangement is often ingenious and helpful, as in the compact summary-diagram at the beginning of Chapter VI. The historical time-sequence is preserved, so that we get something like a social history, explained by and related with the geographical environment in which it developed. Where necessary, the story slips into pure geography, as in the interesting account of our Channel shores in the chapter on "The Battle of Land and Sea"; and when the Guilds appear, History claims her own. Miss Carrier has given to teachers of history and of geography alike an interesting and useful handbook. R.J.

THE WORLD REVEALED—ASIA: edited by Athelstan Ridgway, LL.B. (Nelson and Sons, Ltd. 1s. 9d.)

A collection of travellers' tales from our old friend Herodotus 440 B.C. to the *Manchester Guardian* "Japan Number," 1921, is a long sweep of time, but the tales make up a wonderfully interesting introduction to the modern history of Asia. It is well printed and convenient for a traveller to take on his first visit to Palestine, India or China. Its price should bring it into the possession of many an imaginative boy and girl denied the privilege of movement outwards.

Divinity.

THE GOSPEL OF S. MATTHEW, has been well edited by Mr. Luce, of Westminster School. (A. and C. Black. 3s. 6d.)

It is admirable in plan, simplicity, and in sane critical wisdom. A lad of eighteen having had this teaching (with a desire to learn the power of Jesus in his life) will start with a valuable stock of deep wisdom. An instance is found on page 17. Jesus is not telling us we must be *fond* of our enemies, which would be impossible, but to regard such as a "fellow" in the same society, and worthy of help and kindness.

Mr. Luce is uncertain about S. Matthew's authorship, and argues a little too fully against it. Surely in so small a matter it is better to leave it as Christendom has suggested for fifteen hundred years. The questions at the end are excellent, and intended to make boys think before they write.

OLD WINE AND NEW WINE SKINS: by the Rev. S. L. Connor, with a foreword by the Rev. Hugh Martin, M.A., Lit. Sec. of the Student Christian Movement. (6s.)

This is a volume of good addresses on the presentation of old truths in new dress. There is much which can be used to advantage in our schools and churches in this volume. There is a fearless attitude toward the circumstances of this new age and a simple faith in the Divine remedies for human disease. Mr. Connor, for instance, has an excellent address on the Virgin birth which will not hurt the Conservative, nor alarm the progressive, Christian.

Philosophy.

PROBLEMS OF PHILOSOPHY: AN INTRODUCTORY SURVEY: by G. Watts Cunningham, Professor of Philosophy in the University of Texas, with a foreword by Viscount Haldane. (Harrap. 8s. 6d. net.)

This title naturally turns the thoughts of most English readers to a little volume of the Home University Library: "The Problems of Philosophy," by Bertrand Russell; and one is tempted to compare the method and treatment of the two books, as if to seek (among other things, one hopes) for those curious differences that we ascribe to the national spirit.

The American book follows the method we have learned to expect. Its six parts are divided into twenty-seven chapters, and these into seventy or eighty sections, each numbered and appropriately entitled. The familiar "Questions and Exercises" are added after each chapter.

It is a plan that makes for orderliness, definiteness, and in general, for clarity. If the treatment is not over subtle, we may reflect that in books on philosophy we have been offered subtlety enough and to spare. Here is a book on philosophy, not for "philosophers" in any technical sense, but for that larger number of moderately educated men and women who ponder at times over the problems of mind and matter, immortality, ultimate values, the nature of goodness, determinism, belief, and so forth. Here is an orderly setting forth of such "problems of philosophy," arranged from the Classification of the Sciences to the Nature of God.

It is a readable outline, offering a definite framework for fuller and deeper enquiry; a students' guide, and every student calls out at times for guidance among the welter of ideas and theories, facts and imaginings, that surround him. If we smile a little at a footnote informing us that John Tyndall was "an English scientist and lecturer on physical science," we may at the same time be thankful for the reminder, on the same page, of Tyndall's famous lecture on "The Scientific Use of the Imagination," already half-forgotten by an old, insufficiently known to a new, generation. There is plenty of interesting and useful material. We may even hope that the "Questions and Exercises" have a life of reality to some readers: these, however, we have never met. "Define consciousness," "State clearly the problem of mind." What are the exact limits of American humour? Nevertheless, this is a very useful compilation. R.J.

History.

THE KINGSWAY SERIES OF HISTORY EXERCISE BOOKS, V and VI. (Evans Bros. 4d. each.)

These are scholars' note books, with outline maps and plans, line drawings of ships and costumes, and pages prepared for written exercises.

ARMOUR AND WEAPONS OF THE MIDDLE AGES: by Charles H. Ashdown, Herts. County Museum, etc. (Harrap and Co., Ltd. 7s. 6d.)

This book (one of the Home Antiquary Series) supplies a great lack. In almost every rural parish there is in the Church a brass or an effigy. The lads are all anxious to know who is the warrior, and what is his "age." This book will interest hundreds of young Englishmen in their own history and will make an excellent "reading" for school, and better, for home use. The school children should have one lesson a month within the walls of an old church, where they will learn to visualize the centuries by armour, dress, and weapons.

THE GRIP FAST HISTORY BOOKS. Pupils' Edition, 2s. 6d.; Teachers' Edition, 4s. (Book IV, The Middle Ages and The Renaissance, by F. A. Forbes. (Longmans.)

This is a series of five books, all except the first being accompanied by Teachers' Editions, "for use in Catholic Schools." So definite an objective sharpens one's interest, and more especially in a volume with "The Middle Ages and The Renaissance." But an ardent anti-Catholic, searching here for evidences of intolerance will reap little harvest. With his disappointment (if that should be his feeling) we have little sympathy. Other enquirers, however, more broadly questing, may feel a more justifiable disappointment. This is due to the fact that in less than 200 pages the long period from the coming of the Romans to the death of Elizabeth is covered. However, there is much useful material, especially in the pages of the Teachers' Edition, not usually to be found in our school histories. Notable links with Rome make the story one of English history as part of the history of Christendom. There are indications enough that the results of modern historical research have been incorporated: Magna Carta "was more baronial than popular in its character"; it promised "a few insignificant concessions to the people."

R.J.

THE FIGHTING RATIONALIST: being a Review of Man's achievements, failures, follies and superstitions: by W. Margrie. (Watts. 6d.)

The irrepressible Mr. Margrie is at it once more. Under this tremendous title, he deals with religion, evolution, Shakespeare, Karl Marx, Socialism, telepathy, the League of Nations, sex, Spiritualism, vaccination, and a few other such trifles, in a booklet of twenty pages. Prodigious! We note also with some joy that this man of Glorious Camberwell also mentions Peckham Rye Park—among a list of twenty "typical achievements of the race." The British Empire, the Tower Bridge, and the discovery of America also secure places among the twenty.

Mr. Margrie's method is somewhat Nietzschean. His book consists mainly of 109 apothegms. Thus spake W.M. No. 15 is particularly delicious: "15. A caterpillar has six legs."

R.J.

ENGLISH HISTORY NOTES, from the Earliest Times to the Outbreak of the Great War: by W. J. R. Gibbs, M.A., Mus.B. (Cambridge University Press. 4s. 6d.)

This is a thoroughly practical handbook for students and (or) teachers. It was planned, the author tells us, "as a labour-saving device. It was found that much time was lost in dictating notes . . ." That phrase, "dictating notes," might bring

tears to many eyes, tears of sorrow, or, indeed, of anger. If Mr. Gibbs succeeds in reducing the number of those who "teach history" chiefly by "dictating notes," he will deserve a tablet in the new Liverpool Cathedral. He has been content to shape and to offer to us a tool; and a very useful tool. Leisurely dippers into history will close his book with groans. But we think that many students and not a few teachers will be grateful to him.

R. J.

A HISTORY OF MODERN EUROPE, from the Middle of the Sixteenth Century: by Dr. John E. Morris. (Cambridge University Press. 4s. 6d.)

This is the third edition of a book first published in 1914. In his preface to this edition, Dr. Morris gives his reasons for ending his story before the Great War came. His first vigorous preface remains, with its bold "after all, I do not apologise for putting war in the front place." We might express this a little differently. No historian has the right to "put" anything in the front place, or to remove anything vital (war or religion or anything else) into a back place. In the story of man, aspects and events fall into their places by virtue of their significance in the whole story. And that, we take it, is what Dr. Morris means. He is not waving a banner of jingoism; and when he comes to such a delicate matter, for example, as Louis Blanc and the "national workshops," he does full justice to that famous project maker.

R. J.

Music.

The Year Book Press, Ltd., have recently issued the following among other interesting music: "Morning and Evening Service," set to music in the key of A, by C. S. Lang, Mus. Doc. (price 2s.). Many Church organists will welcome this new setting of the services; the music is majestic and the treatment throughout dignified and musicianly. Dr. Charles Wood has "An Easter Carol" in four parts (3d.), "Come, Lasses and Lads (1s.), Variations on an English Folk-tune, four-part chorus, and it is a very lively work, the humour of the words being excellently portrayed in the vocal parts. Singers will revel in this. A second Variation, this time for male chorus, on the Folk-song "Brighton Camp" and entitled "The Girl I left behind me" (9d.) is also in Dr. Wood's best vein. A new setting of "The Month of Maying" (3d.) by A. E. Baker; "Owls" (4d.), by W. H. Harris, two-part song; and "Dream Song" (3d.), two-part, by Alan Palmer to the poem of Walter de la Mare, are all well worthy of performance.

The Oxford University Press continue to send out, under the direction of the Editor, Dr. W. G. Whittaker, examples of the Old Masters. Among the latest of these are: Bach's Secular Cantata "False Love" (3s.); it is one of the three solo cantatas, and is for bass voice. Students of Bach will welcome this, as also his Church Cantata, "See now," 2s., choruses only 1s. Apart altogether from the opportunity of thus becoming familiar with the great Master's lesser-known works, there is in these editions much valuable historical and musical information given by the editor.

A.G.

Physics.

- (1) **JUNIOR TECHNICAL ELECTRICITY**: by R. W. Hutchinson, M.Sc. (University Tutorial Press. Pp. viii+382. 4s. 6d.)
- (2) **ELECTRICITY AND THE STRUCTURE OF MATTER**: by L. Southern, M.A., B.Sc. (Oxford University Press. Pp. 128. 2s. 6d. net.)
- (3) **MODERN SCHOOL ELECTRICITY AND MAGNETISM**: by R. G. Shackel, M.A. (Longmans, Green and Co. Pp. vi+250. 3s. 6d.)
- (4) **READABLE SCHOOL ELECTRICITY**: by V. T. Saunders, M.A. (G. Bell and Sons. Pp. xii+176. 2s. 6d.)

The study of the subject of electricity, begun in the far distant ages and continued right up to the present time, has always been one of the chief interests of those men who spent their lives in prying into the secrets of Nature. The search into unknown regions, and the subsequent revelation of the mysteries, have always attracted a certain type of mind, and the idea of the ultimate simplification of natural processes and the correlation of hitherto unconnected phenomena has always been before those who have followed the path of scientific research. Electricity and its kindred science Magnetism form an excellent example of this correlation of isolated facts. Who would have dared to prophesy that the attraction of small particles by amber which had previously been rubbed could be intimately connected with the properties of the "lode stone" which was used by the Chinese as far back as 2500 B.C. to guide them on their journeys across their vast plains? Who could think that the magnetic

properties of the earth could be employed to produce an electric current, on a smaller scale certainly, but nevertheless identical with that current which passes from cloud to cloud in a flash of lightning? Yet these things are true, and the work of men such as Oersted and Faraday, together with many others both before and since, has substantiated them beyond all question. The applications of electricity to industry are so wide and so important that they are, or should be, of interest to all, for they permeate the everyday life of our modern civilization. Consider the enormous use made of electricity for lighting and heating houses, shops, etc. Consider electric trains and trams affording quick transport to millions of people in the course of the year. Consider again the wonders of wireless telegraphy and "broadcasting," not to mention the more ordinary "line" telephones. All these benefits and countless others have been brought within the reach of mankind by the labours of those men who worked on patiently with the hope of no reward other than the advancement of knowledge and the betterment of the human race. Many books have been written on electricity and kindred subjects, catering for all tastes from the research worker in some specialized field to the "man in the street" who desires a simple exposition on the subject. Four new books have appeared recently, and they meet the needs of four different sets of readers.

(1) Mr. Hutchinson's book has been written as a First Year Course in Electrical Engineering for students in Technical Schools and at the Universities, and it is admirably suited to their needs. At the same time a student taking Physics as his main subject would derive great help from this book, as it describes the actual types of apparatus used commercially, and thus enables him to appreciate practical difficulties instead of regarding them as mere theoretical abstractions. Throughout the subject is treated in an efficient manner.

(2) It is rather more difficult to form an opinion on Mr. Southern's "Electricity and the Structure of Matter." It forms one of the series of "The World's Manuals," published by the Oxford University Press, and thus is presumably for the general reader. But it seems doubtful whether anyone who did not previously possess some scientific knowledge would be able to obtain the full benefit from it. This is not in any way to disparage the book, for it is one of the clearest concise accounts of the

HOLLAND FOR HOLIDAYS

"The glory of Holland is its colour. Everything seems to be painted up—house doors, barges, window-sills, bricks (the best laid in the world) all but the blue eyes and flaxen hair of the girls and children—so as finally to give a mingled impression of gaiety and repose such as no other country I know seems even to try and yield."

H. W. Massingham.

Quaintness Everywhere

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78, Moorgate, E.C.2; or to J. Noest, Zeeland
S.S. Co., Harbour Station, Folkestone.

subject that the reviewer knows, but it is questionable whether it ought not to have been published apart from the rest of the series. It is printed on good paper, and the illustrations are excellent.

(3) "Modern School Electricity and Magnetism" is an ordinary school text book going as far as the matriculation standard. It possesses no special distinguishing features, in fact quite a number of the diagrams and figures are taken from other books published by Messrs. Longmans, Green and Co. On the other hand there do not appear to be any serious mistakes in the text.

(4) The last book is the most recent addition to Messrs. G. Bell and Sons' well known Natural Science series, and is quite up to the high standard set by its predecessors. Mr. Saunders has produced an attractive book, which will most certainly be enjoyed by all those boys and girls who have the good fortune to read it. There are many interesting biographical sketches interspersed between the ordinary portions of the subject, and these will greatly appeal to the reader. The subject is dealt with in an elementary manner, and the book can most certainly be recommended for beginners.

When one considers the enormous advances made by science in the last decade, it is sometimes permissible to wonder what is going to happen next, and how far the present state of things will continue. In this connexion it is of interest to quote the concluding words of Mr. Saunders' book, for these sum up the position very fairly. "How far science will eventually take us in our march to perfection it is impossible to say; but certainly science alone can take us nowhere, and we may be quite sure that it will only be when poets, priests, philosophers and scientists speak in the same language that man will be approaching to that higher state towards which we are all working." R.S.M.

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The Hornsey Education Committee invite applications for the appointment of CHIEF SCHOOL ATTENDANCE OFFICER and CHIEF INSPECTOR in connection with the EMPLOYMENT OF CHILDREN. Preference will be given to candidates who in addition to having had responsibility in the supervision of attendance work and the enforcement of the Bye-laws relating to the employment of children, have had experience in Care Committee work. The commencing salary will be £300 per annum, rising by annual increments of £12 10s. to a maximum salary of £350 per annum, and will be subject to deductions under the Council's Superannuation Scheme. The successful candidate will be required to pass a medical examination. Form of application, which may be obtained from THE SECRETARY FOR EDUCATION, Education Office, 6, Topsfield Parade, Crouch End, N.8, on receipt of a stamped addressed foolscap envelope, must be returned not later than the 10th November, 1925.

SUBJECT TEACHERS.

EASTBOURNE.

Wanted, to commence duties in January, 1926, for the SCHOOL OF ARTS AND CRAFTS, a full-time ASSISTANT MISTRESS (graduate). Applicants should be highly qualified in Art-Crafts and Design. Salary according to Burnham Scale. Application forms (which can be obtained together with particulars, by sending a stamped addressed foolscap envelope to H. W. FOVARGUE, Town Clerk and Secretary, Education Office, Meads Road, Eastbourne) should be returned to the HEAD MASTER by not later than November 7th.

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A RESIDENT TUTOR (Man) of good attainment required for CITY TRAINING COLLEGE, to commence duty next term, to teach Mathematics in the Ordinary and Advanced Courses. Forms of application, which may be obtained from the DIRECTOR OF EDUCATION, Education Office, Sheffield (stamped addressed envelope) should be returned to the PRINCIPAL, City Training College, Collegiate Crescent, Sheffield, not later than November 7th.

FORM TEACHERS.

BARROW-IN-FURNESS.

Required for 1st January, 1926, for the MUNICIPAL SECONDARY SCHOOL FOR BOYS, an experienced HONOUR GRADUATE, able to teach Latin and French to the standard of the Higher School Certificate Examination. Salary in accordance with the revised Burnham Provincial Secondary Scale. Forms of application may be obtained from J. E. CUTHBERTSON, Director of Education, Town Hall, on receipt of stamped addressed envelope or wrapper, to whom they must be returned so as to be received not later than November 6th.

BRADFORD.

Wanted, in January, for the BELLE VUE SECONDARY SCHOOL FOR BOYS, an ASSISTANT MASTER for Modern Languages, with good qualifications in German and French, and with ability to take Higher School Certificate work in the former subject. Willingness to take an active part in the games or in the Scout activities of the School will be a recommendation. Salary according to Burnham Scale. Forms of application may be obtained from the DIRECTOR OF EDUCATION, Education Office, Town Hall, Bradford, and should be returned to him not later than November 5th.

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PONTARDAWE.

Wanted to commence duties in January next at the SECONDARY SCHOOL: (1) ASSISTANT MASTER, graduate, to teach History and Geography up to and including Higher Certificate stage, subsidiary music and games. (2) ASSISTANT MASTER, graduate preferably, qualified to teach Woodwork, and if possible commercial subjects, to pupils preparing for the School Certificate or stage, subsidiary music and games. Salary in each case according to the Burnham Award. Applications on official forms, which will be supplied on receipt of a stamped addressed envelope, must reach the CHIEF EDUCATION OFFICIAL, County Hall, Cardiff, not later than November 3rd.

RICHMOND, SURREY.

Wanted, in January next, for the COUNTY SCHOOL FOR GIRLS, a SENIOR MISTRESS to teach Latin up to second examination standard. Honours degree and good experience essential. Salary according to the revised Burnham Scale (Provincial). Applications, stating age, place of education, qualifications, and experience, accompanied by testimonials, to reach the HEAD MISTRESS at the School by November 2nd.

SHEFFIELD.

ASSISTANT MASTER to take MATHEMATICS is required for the CENTRAL SECONDARY SCHOOL FOR BOYS for January 19th, 1926. There is an advanced course in Science and Mathematics. Salary in accordance with Burnham Award. Application forms may be obtained from the DIRECTOR OF EDUCATION, Education Office, Leopold Street, Sheffield, and should be returned to the HEAD MASTER as soon as possible.

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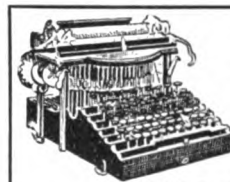
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Competitions.

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THE
EDUCATION·OUTLOOK
AND EDUCATIONAL TIMES

DECEMBER, 1925

NOTES AND COMMENTS.

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

The President and Lord Burnham.

Lord Burnham is abroad, but he and the Committee associated with his name have been handled somewhat severely by Lord Eustace Percy, who, by a few strokes of his pen, has gone far towards undoing the whole of their work. It will be remembered that the Joint Standing Committees on Salaries for Teachers were formed for the express purpose of devising rates of payment which should lead to an orderly and progressive solution of the salaries difficulty. After many meetings a kind of agreement was reached, but this was blown to pieces during the "economy" fever. Later, another attempt was made, and in the end both parties agreed to accept the decision of Lord Burnham on disputed points. The decisions thus made and published were accepted by the teachers and by all save seven of the Local Authorities. It gave, not only the scales of salary to be adopted, but also the area to which each scale should apply. This last was a vital element in the scheme, since it removed the danger of having two or more rates of payment in the area controlled by one authority. The plan has many anomalies, no doubt, especially in areas which include London suburbs and also rural districts, but the inconsistency is part of the price to be paid for a national settlement.

The Essex Problem.

From the beginning of the negotiations the Essex County Authority has claimed the right to negotiate directly with its own teachers and to arrange for different scales to be paid in different parts of its area. To the consternation of both parties on the Burnham Committee, the President has sent to the Essex people a letter stating that in his view their claim is not unreasonable. In effect, this means that no pressure will be brought to bear by the Board to compel Essex to accept the national settlement. It is only to be expected that other authorities will claim that their position resembles that of Essex, and that they also should receive absolution if they decide to negotiate directly with their teachers. The laboriously constructed edifice of the Burnham Scales will thus fall to pieces, and we shall be as far as ever from an orderly and progressive solution of the salaries difficulty. Although we may agree with the President that there is nothing unreasonable in the attempt of a local authority, in an area which is partly urban and partly rural, to save money by paying its rural teachers at a lower rate, we must recognize that in doing this they are moving away from the principle of the Burnham settlement in the direction of complete freedom as between each authority and its teachers.

The Return to Chaos.

We are thus confronted with the prospect of a return to the old method which did so much to impede recruiting to teaching work and led to constant strife and unrest in the education service of the country. Even if we admit that the Burnham settlement was anomalous in many respects, it has at least the merit of holding out the prospect of a period of peace, such as is necessary if we are to bring into operation the Education Act of 1921. For this peaceful advance it is well worth while to pay the price demanded by the Burnham scheme, and nobody, least of all the officials of the Board of Education, or Lord Eustace Percy himself, can look forward with any satisfaction to the strife which threatens to follow this unfortunate recognition of the Essex claim. During the past five years there have been encouraging signs of an improvement in the entries to teaching work, and it has been possible to look forward to the day when we should be able to dispense with the services of unqualified persons in the schools. These signs of progress will speedily disappear if parsimonious local authorities are left to determine the salaries of their teachers, not according to the needs of the schools but according to the views of the rate-payers.

An Alternative.

Should the teachers be faced with the prospect of an all-round attack on the Burnham Scales, they may be driven to consider the establishment of a professional minimum rate of payment for their services, with an arrangement for additions based on seniority, and responsibility of work. So far as the minimum is concerned, the settlement should be a national one, for there is no good reason why a qualified teacher should lose money by working in a rural area, although service in an undesirable town or district might demand some monetary compensation. It may be that some such settlement will be found necessary, since the present scheme, with all its merits, as a national settlement is exposed to constant attacks. Its uncertain nature is shown by the fact that it is proposed to be adopted only for a limited period of years. What we need is a plan by which the beginner can receive assurance that when he becomes a qualified teacher he will be paid at a definite rate, with reasonable prospects of increase and an assured pension at the end of his service. If this difficult problem is regarded by teachers themselves from a professional point of view, it may become possible to devise a scheme of salaries representing the rewards which will serve to attract good recruits.

Married Women and Teaching.

In the Court of Appeal the Master of the Rolls, with Lord Justice Warrington and Lord Justice Sargant concurring, delivered judgment reversing the decision of Mr. Justice Romer, who had held that the Poole Education Authority was not justified in dismissing a woman teacher, Mrs. Short, on the ground that she was married. It is to be hoped that the case will be taken to the House of Lords in order that we may have a final decision on this important question. The Master of the Rolls quoted with approval a saying of Lord Sumner to the effect that the Court should accept the decision of a local authority simply because they were themselves ill-equipped to weigh the merits of one solution of a practical question against another, although the Courts are the ultimate judges of what is lawful and what is unlawful in borough councils. From this it would appear that any authority is at liberty to call for the resignation of a woman teacher who marries. This, in spite of the attempt to abolish all forms of sex disqualification. From the evidence given in the Poole case it is clear that the local authority do not dismiss married women teachers merely because they are married. They hold themselves free to decide whether a married teacher's husband is able to provide for her. Where he can do so, they ask the teacher to resign. It would therefore appear that they are moved, not so much by educational considerations, as by their own economic and social views.

Scholars and Scholarship Holders.

Lord Eustace Percy said recently that many of those who are being educated in secondary schools are not scholars but only scholarship holders. It is probable that the same thing might be said with equal truth concerning every form of assisted education and those who benefit thereby. The word "scholarship" is misused in this connection, and instead of speaking of "scholars" we should do well to adopt the Scottish term "bursar." The justification for giving financial aid to boys and girls who need it in order to obtain secondary school training is not that they will become scholars in the technical sense, but that they will increase the number of reasonably well-informed citizens. As a community advances in civilization, the period of preparation for the duties of citizenship must be lengthened and the time is now ripe for a raising of the school age to 15, with a provision for special training after the age of 11. The conditions of modern industry no longer provide in any satisfactory measure for that form of education known as apprenticeship and, therefore, school training should be prolonged in order to furnish the discipline and knowledge which the early years of employment no longer afford. Many of those who urge that boys and girls should avoid casual labour and join the ranks of skilled industry are blind to the fact that the extension of machine processes is steadily reducing the amount of skilled labour which is demanded.

Scouting and Schools.

It is to be regretted that the Scout movement has received so little attention in the secondary schools of the country. Boy Scouts and Girl Guides receive an excellent training and a valuable experience in harmony with youthful desires and needs, but some head masters and head mistresses of secondary schools appear to think that the movement is lacking in social prestige and is suited only to children who attend public elementary schools. The comparatively rigid and dull routine of the cadet corps, or a formal walk in the case of girls, will be chosen in place of the interesting and attractive work of the Boy Scout or the Girl Guide, with its development of initiative, adaptability and resourcefulness. It is difficult to discover any good reason for this choice, and those secondary schools which have tried the alternative are well satisfied with the result. The social difficulty is purely imaginary, and in these days no opportunity should be lost for bringing about a better understanding between the different classes of the community, such as is fostered where boys from different home surroundings meet together in camp and share the experience of doing things for themselves. The Duke of York has been deservedly commended for establishing a joint camp of working boys and public school boys. His example should be followed and extended by the wide adoption of the Scout and Guide movement in our secondary and public schools.

AMBITION.

BY LORD GORELL.

I.

*In days of youth ambition strode
A knight in armour through my brain ;
I envied all who had the load
Of public statecraft to sustain :
Still more, my youth with ecstasy
Of reverent yearning bailed the pen
Whereby the poets maddingly
Their dream of beauty share with men.*

II.

*Great deeds, high thoughts our lanterns are ;
And yet, as outward now I gaze
With older eyes, one little star
More clearly lights Earth's miry ways :
More seems it purpose rich to be
By love upraised from selfish strife
And round the home's simplicity
To make a happiness of life.*

THE STUDENT TEACHER SYSTEM.

BY MISS MARY A. JOHNSTONE, B.Sc., *Head Mistress, Central High School for Girls, Manchester.*

SOME FAVOURABLE CONSIDERATIONS.

Is the girl who for nine or ten of the freshest years of her life—six in high school and three or four in college—bound down to the study of books really receiving the training which best fits her to play her part in normal life? To the unbiased mind it looks unnatural. Still more artificial and tyrannous does the system become when the goal striven for each year is that exorcism on education—an examination.

The effect of the school girl's prolonged concentration on one set of interests, especially if it be accentuated by early specialization, is familiar enough in its various degrees. We hear frequently of girls going up to the Universities "weary of their special subjects"; and we hear of finished University students who have become so habituated to imbibing knowledge that they are averse from the more active rôle of handing it on as teachers. It cannot be denied that the extremely academical mind is in danger of becoming self-centred and narrow in outlook.

Might it not be the best plan that could be devised for a young girl who had for years lived most of the hours of her working day in a world of books to take her out of it for a time, and transfer her to the working world of human beings? There she is less overwhelmed with questions intellectual; common sense is more often called into council; there is growth in that adaptability which we gain as we move intelligently among our fellows.

In some measure the year of student teachership which for some time has constituted part of the training course for the primary school teacher has provided just such partial relief from unmixed book study as is advocated above.

This year comes opportunely. The student has just finished a year of close preparation for an examination. Some average students, if made to stick to their books at such a juncture, acquire distaste for them—especially if books spell examinations. The girl of 17 has a strong and thoroughly natural desire for change, for more physical activity, more independent action, for trying out her powers. This craving should be satisfied. Give the girl semi-control of others: she is growing weary of being perpetually controlled herself. Send her into the world of grown-up people and initiate her into sharing their work. Send her into the schools amongst those best of living creatures—little children. She will there find outlet for her growing woman's craving to care for others.

In the student teacher the sense of responsibility develops quickly; I have watched girls' minds maturing throughout this year almost by leaps and bounds, whilst their contemporaries in the purely academical sixth form were plodding along at the rate they had been journeying for years. Whilst the former are growing up through contact with realities and many-sided activities, the latter, tending to be more passively receptive, remain more childish. Observation and comparison extended over many years and exercised on large numbers of the two types of student have confirmed belief in the above conclusions amongst those

who have handled the classes. Other qualities being equal, the student teacher passes on to college with sounder power of judgment, greater readiness to meet difficulties, and a wider, less self-absorbed outlook on life.

One of the objections urged against the student teacher year is that the break in academical studies may seriously prejudice future application to study. If a fair amount of time is spent in the secondary school, and if the school organizers are genuinely enthusiastic, then, speaking from practical experience, not only need there be no falling off in interest, but there will be scope for real interest in study for its own sake. The girl tastes the joy of work which she can to some extent plan for herself; above all, work free from the cramping dread of an examination.

Certain studies still go on, but there is less memory storage, more spontaneity. Part of the English course, for instance, may take the form of a simple thesis, the subject for which will be the girl's own choice, and may relate to literature, history, art, music, dancing, science, etc. Its accomplishment would be spread over months, and would involve research in libraries, museums, etc. The completed work would be bound up in permanent form and possibly illustrated by the girl's own handwork.

Music and art would seem to be important inclusions in the student teacher's scheme. A short period devoted to such handicraft as model-making, binding of theses, framing of pictures is a reversion greatly favoured at this stage.

Although the secondary school is not the place in which to give formal training in teaching methods, yet many opportunities will arise of making natural reference to the student's future work, and of linking together academical and professional training. This year of mixed activity, rightly used, may bring a marvellous quickening of intellectual interest in some who have previously been rather apathetic and may promote a gradual and unconscious passage from learning to teaching. Experience has shown that the student can be keen and loyal over both the secondary and the primary school in which she works.

Probably much of the opposition to the student teacher system has its origin in the following:—

(a) The fact that the system has not been given a fair chance by those education authorities who limit the time spent in the secondary school to one day. Organization of a course can be accomplished satisfactorily only if two days are allotted.

(b) The difficulties associated with organization for small numbers. These, however, can be overcome, with determination: sixth form groups are usually small.

(c) There is, with many teachers, a bias towards book education and a habit of bringing systems under the test of examinations. As a theory this is often deplored. In practice, little has been done to remedy it.

Secondary school teachers, as well as primary school teachers, would benefit by having the equivalent of the student teacher year placed somewhere in their course of training.

SCHOOLBOY HOWLERS.

BY R. WELLDON FINN.

It is a well-known fact, and one which will be supported by most school masters, that the average schoolboy will not take any trouble which he is expected to take, but possesses a positive genius for manufacturing trouble which he might well have avoided. Of no feature in his daily life is this more true than the more than ordinary mistakes he produces which have become affectionately known as "howlers," such mistakes as are flung across the table and fireplace wherever school masters gather together, and which possess those touches of genius and humour which are the salt added to the bread of ordinary errors.

To a boy who can construct a workable wireless set, the composition of Latin prose is a thing of mystery, an irrational jig-saw puzzle. Such an one, faced with the problem of turning into Ciceronian Latin the sentence: "Most people therefore guessed this to be the case," unfortunately used his brains, with disastrous results. "People" was probably "*populus*," and so he achieved "*populissimi*." This would make "therefore" plural, and down went "*iguntur*." A companion in possession of the dictionary supplied "*Hospes*" for "guest," and "*hospitabant*" was added to the crime. The same source produced "*thecam*" for "case," and "to be" presented no difficulty, though there was some heart-searching before "this" was made to agree with "case." And so the unfortunate dominie was presented with the masterly translation: "*Populissimi iguntur hospitabant hanc thecam esse*."

For some unknown reason the Scripture lessons are productive of mirth. The general similarity of parables, the unusual language, and dislike of working on Sundays, make for weird results. The boy who stigmatised Salome as "the lady who danced outside Harrod's in a string of beads" was probably more imaginative than lazy, but what can one say to the attitude which produces the phrase: "And some fell upon stony ground, and the fowls of the air sprang up and choked it"? That the Scriptures and ethics had no connection was established by the infant who in the same hour defined Faith as "that quality by which we believe what we should otherwise know to be false," and a lie as "an abomination unto the Lord, but a very present help in trouble."

The classics and foreign languages provide sufficient pitfalls without the use of the brains which manufactured the first howler quoted. "*Suo more*" ("With a dead pig"); "*felices animæ*" ("O lively cats"); "*trepidus cives*" ("three-footed citizens"); all these are the daily lot of schoolmasters. But the ingenuity which produced the answer that the difference between a dactyl and a spondee was that one took the indicative and the other the subjunctive is rarer, as is also the mentality which suggested that an iambic pentameter was a five-sided figure with equal sides. After the translation ingenious, comes the translation unfortunate, of the type of which "*Et inter dura iacet pernox instrato saxa cubili*" ("And in the meantime he throws hard stones all night in his narrow bed") is the example. The greatest begetter of howlers is the dictionary, the cause of "Will you be engaged this afternoon?" ("*Voulez-vous être fiancée*

cet après-midi?") But laziness has a large share of the responsibility; the boy trusts to luck and guesses. So we have "*Pas de deux*" ("Father of twins"); "*Tenez! dit Paolo Orso*" ("Hold your Polar bear," he said"); and "*Il agitait les airs comme un ouragan*" ("It played beautiful tunes like an organ").

Mathematics and the sciences provide a fertile field. Directly definition and logic are required, the boy loses his head. "Things which are halves of themselves are equal to one another," said he, and again, "A circle is a rounded straight line bent so that the ends meet." It is not difficult to account for the statement that "Geometry teaches us to bisex angels," but from whence came the affirmation that "a centre of gravity is the point directly overhead," or that "an oxygen has eight sides"? Nor is the teacher always faultless; one humorist, on being asked how many times nineteen could be subtracted from a million, replied that he could do it as often as he was asked to. Yet the author of the statement: "Water may be made hard by freezing and the hardness removed by boiling it," was indignant at the laughter which followed, as was also the child who said he would kill an insect by pinching its borax. Nor could the earnest Boy Scout who proclaimed: "If it is noon, and the sun is straight above you, you are north," be convinced that there was something wrong.

The natural confusion of English grammar produces strange answers. "Gender is the way we tell what sex a man is; the feminine of peacock is hencock; of fox, vincent;" the neuter of "man" was said to be "corpse"; "forth" compared as "forth, fifth, sixth"; while one particularly frequent offender gave the rule for the formation of the feminine as the addition of -ess, producing butter, buttress, only qualifying his statement by the admission that sometimes a different word might be used, as shirt, chemise.

But the real troubles comes when historical and geographical facts are encountered. Port Sunlight is on Hudson Bay, the Pyramids divide France and Spain, Hougoumont was the headquarters of French Protestants, Henry I died from a surfeit of palfreys; these are common, while misplaced connections such as "Prince Henry was drowned in the Wash, the story goes that he never smiled again," and "Under Henry VIII the Bible was translated into Latin by Titus Oates, whom the king ordered to be chained up in church for greater security," are not infrequent.

Yet if once a general knowledge paper is set, the brain swims at the answers received. A demagogue is a vessel from which one drinks beer, a mosquito is the child of black and white parents, the "Essays of Elia" were the attempts of Elijah to get food. "D.C." at the end of a piece of music means "Don't clap." The writer, aching from laughter induced by a terminal general paper, decided to stick to plain everyday common sense questions, and enquired the procedure to be followed should a lady faint in church. "Put her head between the knees of the nearest medical man" came the answer, and with a sigh we returned to general knowledge.

LETTERS TO A YOUNG HEAD MASTER. SECOND SERIES.

BY T. AND B.

VIII.—WOMEN IN BOYS' SCHOOLS, PROPAGANDA, POETRY.

MY DEAR W.,

Place aux dames! Let us consider the case of the ladies. They came into the boys' schools during the Great War. They did a great national work. They will remain. Education is a natural field for their gifts and powers. Their influence even in boys' schools has been to civilize, to encourage and to inspire. How much the gracious personality of good women has meant to rough-and-tumble boy pupils is well known to all serious educationists. Many of us have been thrilled by that delightful book, "Educational Ideals and a Valiant Woman," which is, in its way, the apotheosis of the American School Marm. Her pupil is lyrical in her praise. She had that intuitive human sympathy which understands without asking, that keen sense of humour which is not shocked by the crude and the absurd, that indescribable charm of polished manners which can make even the disagreeable acceptable and that wonderful youthfulness and clean-heartedness which is the mark of those who have a genius for teaching.

Co-education has its difficulties as well as its triumphs, but a "mixed" staff even in boys' schools is likely to be a permanent part of our educational arrangements. To many boys whose home surroundings are mean, stern and, at times, loveless, a gracious well-educated woman is a revelation so bright and admirable as to be almost saintly, and their desire to stand well in her sight is a great prophylactic against things evil and unworthy. Do not let us be swayed against our own judgment by consideration of Freudian complexes. There are other instincts than that of sex, and our colleague, Mr. G. F. Morton, to whom we are under a special obligation, tells us that the attempt to pan-sexualize the emotions has failed. Sympathy and kindness still hold the field even if these are only sublimations. Then there is the danger of the repression of self which causes the sense of inferiority to arise and the fearful dread of being vanquished in life's battle which Mr. Morton shows is at the back of many mental disturbances of childhood. It is clear that one lesson of the New Psychology, especially as understood by Pfister, Rivers and White, is that children need to be understood and encouraged so that they may cast out their soul-clogging fears. This stimulating task is one for which women are particularly well endowed. It is often the women on the staff who have given boys hope and confidence in their work. Women's influence has been wholesome and reformatory as well as sympathetic. Some of our colleagues, most excellent men, seem to paralyze certain of their younger pupils by their manner, their Olympian attitude or their absence of gentleness. All the best preparatory schools have assistant mistresses in touch with the work of the very small boys. To these little chaps away from their homes the readily extended sympathy of the mistress is a much-needed bit of mothering! Many people hold that it would be a gain even to the public schools to have some women on the teaching staffs.

Well, if the privilege be yours, as I know it is, of having women as colleagues, you may forgive my making some brief suggestions with regard to them. You will, no doubt, have given them their own private common room. You will see that the janitor and other school officers treat them with consideration and respect. To do less than this would be to write oneself down a churl. But I urge you to read again from "The Autocrat of the Breakfast-table": "May I recommend to you the following caution whenever you are dealing with a woman or an artist or a poet—if you are handling an editor or a politician, it is superfluous advice. I take it from the back of one of those little French toys which contain pasteboard figures moved by a small running stream of fine sand: Benjamin Franklin will translate it for you—'Quoiqu'elle soit très solidement montée il faut ne pas brutaliser la machine.'"

You must remember that a woman is not, as a rule, as strong physically as a man. She is more willing to overwork herself than he. She works at such an emotional pressure that unless she is shielded from herself and her enthusiasms she may break down. It is easier to snap a harp string than one on a double bass! You might see that she has not too severe a timetable: if possible, that she has one or two more free periods than the average man. If she shows signs of strain a Saturday morning off may give her a longer week-end, and may help her very much. She will not in any case, ask for any concession for herself. She knows she is educationally as valuable as a man on the staff: she believes she is as enduring. Mid-term holidays help everybody and in the all too brief summer (I mean sunny weather time) shortening the school programme by dropping the last period will be found a health-giving device.

One of the difficulties which women of some social position feel in taking up teaching work is the rigidity of the school hours of work which cuts them off from occasional social functions to which they are accustomed. A school is not a prison, and by some little rearrangement it is possible that an occasional social appointment might be kept by them. It is not every day that a young woman is asked to be a bridesmaid, nor should the fact that she is a teacher cut her off from such a function. She will teach better after the happy event. She has extended her personality into another field, and is not only a teacher but a social success!

Some curmudgeons are vexed to know that women teachers under the new salary scales are nowadays spending Easter at Florence, or the summer at Dresden, or Christmas at Mürren. Well, why shouldn't they? They'll be far brighter teachers for their overseas travel and the additional art, music and sunshine they have enjoyed. Their *inferiority complexes* will have been delightfully circumvented, and their sense of importance gratified. I'm for sending them abroad as often as possible!

Yours, B.

MY DEAR W.,

Can I tell you about the letter written by the French Minister of Public Instruction to the rectors and other high scholastic officials on the subject of anti-militarist propaganda? You say that it was published during the holidays, and that during the holidays you read the newspapers scantily and carelessly, consequently missing many educational items of interest. I happened to make a note of the letter. "While not wishing to prejudice the civic liberty of the school master," M. de Monzie insisted that "the serious misconduct in life and in language" which was being committed by certain of the elementary school teachers was incompatible with their duty and should be the subject of disciplinary measures.

I should probably have neglected to cut the item out of the paper had the above not been followed by a declaration that arithmetic was being used by teachers in Finisterre in their propaganda. Sums like this were being set: "If an infantry company consists of 225 men and each man costs so much per day for food maintenance, how much money is thus wasted in a month of thirty days, and how many children could be clothed with the amount which is expended, supposing that a boy's suit costs 45 francs?" Everybody, of course, knows about the use of arithmetic—in the form of statistics—by propagandists outside school, but this is the first case which has come to my notice of the use of simple arithmetic inside schools to impress particular doctrines on the minds of children. It opens up a vista of terrifying possibilities.

Do I think that many teachers in this country abuse their position in this way? Very few, indeed, I should say. I have more than once quoted a friend of mine, the head master of a boys' school, whose views on women teachers in boys' schools, I regret to say, are diametrically opposed to B's in the accompanying letter. The old curmudgeon used to quote with approval from S. R. Crockett's "The Raider":—"The Almighty made all things very good without doubt, but He left some mighty queer kinks in *woman*," and he would add "especially in a woman teacher." He told me that during the war he had a woman teacher on his staff, who taught English and History from the Socialist point of view. "Such a treatment of history I can understand," you will say, "but how could she possibly teach English on Socialist lines"? The answer is that all the essays she set were on political and economic questions, and she did not scruple in discussing the arguments used by the boys to preach her own faith. Ultimately he forbade her to set any sociological subjects for essays. In the opinion of this friend, there are "quite a few" women teachers who abuse their position in this way, and here and there a man teacher. He warned me to be very careful about my history masters, but I am bound to say that so far as my experience goes, teachers, whether Socialist or anti-Socialist, are very scrupulous and carefully avoid letting the boys know their own views on the controversies of the day.

I now want to return to the question of reading, which, in one of its aspects, I dealt with in my last letter. This time it is a much more important aspect I wish to talk about, viz., the reading of poetry. It is far too often assumed that all children have a natural

love for poetry. I am quite sure that a great many boys—whatever may be the truth about girls—have no such natural love, and that they have to be led to it, even coaxed, gradually, carefully, and skilfully. One of the surest ways to kill any nascent liking is to plunge them into the best poetry before they have learnt to appreciate what I will call second-class poetry. If you were trying to create a love of good music in a person who only cared for jazz, would you, without any preparation, immerse him in Bach's fugues? Many English enthusiasts do what is equally ill-advised. Enthusiasm for poetry is in itself not enough. It must be enthusiasm tempered by common-sense and patience and forbearance and knowledge of the average boy's mental growth. And this enthusiasm must be housed in a strong personality. It is because I believe with Matthew Arnold that "good poetry does undoubtedly tend to form the soul and character: it tends to beget a love of beauty and of truth in alliance together, it suggests, however indirectly, high and noble principles of action, and it inspires the emotion so helpful in making principles operative" that I am anxious that nothing should be done to endanger the growth—slow in many cases—of love for it. For this reason I warn you seriously against the unbalanced enthusiast who tries to force the pace. If you are not yourself the senior English master in your school, take infinite trouble to secure the right sort of man. There is no department of school studies in which more harm can be done and with the best intentions.

Yours ever, T.

GLEANINGS.

Departmentalism: a Familiar Picture (from "My Life and Work" by Henry Ford. Heinemann.)

"That which one has to fight hardest against in bringing together a large number of people to do work is excess organization and consequent red tape. To my mind there is no bent of mind more dangerous than that which is sometimes described as the 'genius for organization.' This usually results in the birth of a great big chart showing, after the fashion of a family tree, how authority ramifies. The tree is heavy with nice round berries, each of which bears the name of a man or of an office. Every man has a title and certain duties which are strictly limited by the circumference of his berry.

"If a straw boss wants to say something to the general superintendent, his message has to go through the sub-foreman, the foreman, the department head, and all the assistant superintendents, before, in the course of time, it reaches the general superintendent. Probably by that time what he wanted to talk about is already history. It takes about six weeks for the message of a man living in a berry on the lower left-hand corner of the chart to reach the president or chairman of the board, and if it ever does reach one of these august officials, it has by that time gathered to itself about a pound of criticisms, suggestions, and comments. Very few things are ever taken under 'official consideration' until long after the time when they actually ought to have been done. The buck is passed to and fro and all responsibility is dodged by individuals—following the lazy notion that two heads are better than one."

THE "NEW EDUCATIONISTS."

BY G. C. FAWCETT.

I saw in this paper that the New Education Fellowship were to hold their third triennial International Conference at Heidelberg in August. "Here," thought I, "is a chance for me, an unsophisticated and untrained public school master, to learn something, and improve my efficiency as a teacher." But I was wrong. This article will explain why.

Some of the lectures in the Conference were purely technical: "Mental Hygiene," by a clinical psychologist from New York; "Psychological Types in Childhood and the Race," by Dr. Adolphe Ferrière, the Director of the International Bureau of New Schools; "The Importance of the Unconscious in Individual Education," by Dr. Jung. The aim of these speakers appeared to be to interest rather than to instruct; and Dr. Jung very sensibly issued an explicit warning to his hearers not to attempt to apply to their practical teaching work the methods and principles that he had indicated.

The practical element was ostensibly supplied to the lecture programme by a number of papers describing in some detail the methods employed and work done in certain of the new schools. We were thus given an idea of the working of the German Gemeinschaftsschulen ("School Communities"), the Pallas Athene Movement in Holland, the Farmhouse School in England, Co-education at Bedales, the People's Colleges in Denmark, the Scuola Rinnovata at Milan, and the Ecole des Roches in France. Egypt, Spain, Hungary, and Austria also had their speakers.

Towards these I adopted an eager receptive attitude, expecting to learn something of practical value; but I'm afraid I failed to keep it up. Whenever some activity was described which had given excellent results in (say) a certain type of school in Czecho-Slovakia, I asked myself: "Now, why not try that in English schools? or (with more particular application to my own needs) in English public schools?" One of three answers always came back to me.

Sometimes it was "We do." Just that, *tout court*. This answer was fairly frequent. The reflection followed: "Why have these worthy folk made a corner in the word 'New?' Do they suppose no one else ever tries anything new, or that they are the only teachers who aim at improving their teaching? What is new to one teacher may be old to another. For instance, the Ecole des Roches is a new and daring experiment in France. With its prefects, its organized games, its out-of-school activities run by the pupils, it makes a clean breakaway from the traditional system of the French Lycées. And it has given admirable results. But those are just the methods which have been employed for decades in public schools and for years in State secondary schools in this country.

Another answer that came back was: "We're not aiming at the same results, and, therefore, can't employ the methods just described, however excellent they may be to secure those results." The ensuing reflection here was that one had been wrong blandly to assume in the past that the aim of education was always and everywhere the same. On the contrary, any formula which was general enough to cover it, such as "to train

citizens," or τὸ εὖ ἔημι, was too vague to be of any value as a guide. To obtain any really helpful formula for any given school, one must consider the life which most of its pupils would have to lead after leaving it.

The third answer that I found often coming to my mind was: "Our conditions do, in this case, demand the same results as the lecturer finds demanded in his school, but they do not demand the same methods of attaining them." Herr Jacoby, for instance, wants to instil his pupils, before they leave him, with a permanent love of beauty and developed creative power. So do I. He has found that he can obtain this result best with his little Germans by means of music. That is no reason why I may not best achieve the same end, with English pupils, by the help of (say) Latin Elegiacs, or Harbutt's Plasticene. And schools differ not only in the nationality of the bulk of their pupils. One school caters for rich children, another for poor; one for children of manual workers, another for children of brain workers; one for boys, one for girls, and one for both; one for day pupils, and another for boarders. And methods will differ accordingly. All this is elementary, but the New Educationists must have forgotten it, if they expected to get much information of practical value out of these undeniably interesting lectures.

A third group of speakers frankly confined themselves within narrower limits. A German teacher treated music; a Swede and an Austrian in turn spoke on drawing. Another day there were lectures on infants' schools, and work with eight-year-olds, by English and American ladies. These may have been extremely helpful. I cannot say; they were beyond my scope.

Lastly, there were lectures of a rather vague general nature, whose principal stock-in-trade appeared to be so-called "uplift." I fear I failed to appreciate them as I ought; and I doubt if anyone who heard them became a better teacher thereby. After all, teaching is a profession, not a sort of glorified crusade; and when teachers meet in a conference of this sort they ought to be prepared to make a calm, intellectual effort to improve their efficiency in that profession. Cold-blooded if you like. I prefer cold blood to hot air. And there undeniably was a certain amount of empty vapouring; a certain amount of smug complacency (to which the reader will have seen that I contributed); a certain amount of petty self-advertisement; and a rather undignified running about from one teacher's methods to another, as if any of them could possibly prove a panacea!

Yet when one met these new educationists as individuals, one found them to be keen, single-minded and sincere, and far more sane than one would have supposed from studying them in the mass. Besides this, we all had a stay in one of the most pleasant towns in Europe, with delightful excursions arranged for us, and facilities for friendly talk with educated people of many nations. And many of us, doubtless, had a corner or two rubbed off, and learnt to think more kindly of our neighbours. So, whatever benefits we reaped or failed to reap as teachers, that fortnight must have done us good as human beings, and, therefore, none of us will count it as wasted.

"UNIVERSITY DONS AS TEACHERS."

As Sir Roger de Coverley very wisely remarked: "There is much to be said on both sides," the "both sides" being, in this case, the goodness and badness of University dons as teachers. Again, it depends upon the University don, and that being said, I will enter upon my discussion. Beginning with the very great advantages which are inseparable from the University don as a teacher I should first mention the inestimable value of contact with a highly-trained mind which all students have the privilege of experiencing. Such contact is valuable beyond all words, because the breadth of outlook thereby engendered is a life-long possession. The very scholarship which has won the position in the University is shown in its most definite form, and the thought, the reading, and the processes of analysis and synthesis which have gone to the producing of that same learning are invaluable to the immature mind reaching after experiences unknown, and yet only too much alive to its limitations and ignorances. This great privilege cannot be evaluated too highly, and those who have missed it have never encountered one of the greatest gifts that life has to offer. Next in order comes, I think, the wider outlook thus produced, which makes the seeker after knowledge alive to his own deficiencies and keenly anxious to remedy them as far as he can. Such vast tracts of unexplored country lie before him, and his limitations are so deeply felt, that the very immensity of the adventure makes a strong appeal to the tyro setting forth on his exploration of infinite possibilities. The difference between the "educated" and "uneducated" explorer is very subtle, but is exactly the difference between the man with unlimited and the man with limited sense of vision. The *intelligent* University don is hard to beat as a teacher, because he has this ability to open out to the genuine seeker after knowledge ways innumerable of satisfying his devouring curiosity.

[Here, indeed, comes the pertinency of my qualification: "It depends upon the don!" I am, however, throughout this dissertation considering the don to be the type of don that one most wishes to see in a University—that is, an educated, intelligent, wise "man of the world," whose very personality calls for the best in his students, and whose scholarship is that of the most enlightened humanist it is possible to conceive.]

In addition to scholarly attainments and sense of vision the student also gets from the University don as a teacher a sense of values which alters life for him considerably. It is so easy in every-day life not to see the wood for the trees, and to have a confused, if not an actually distorted, sense of values. This is corrected by the sanity of this dealer with world values, and by degrees the student finds his own outlook becoming saner, and considerably modified by the greater light thrown upon mundane and other matters by the more enlightened conception of *true* values, which he, who is concerned with wider issues, is able to impart. Unconsciously, this is brought about in most cases, but that it is a fact no one can deny.

The above, surely, are advantages beyond price, and they fall invariably to the lot of those who have the benefit of University life. There is something, I am afraid, to be said on the other side with which less

exalted teachers will most thoroughly agree, and yet sometimes I think—and fear—that these same teachers are rather in the case of the fox, and the grapes are all the more sour because, for various reasons, they have been unattainable. Am I wrong? I hope so! But when we come to the shortcomings of the don as a teacher we shall find that he does not fail in vital issues—in those he is sound—but in points of method and discipline, which some of us, perhaps, are inclined to rate too highly because we have acquired them at great cost of trouble, time, and, maybe, of generosity, in its best sense. Are not we inclined to be pernickety, and see motes, while our own beams remain very comfortably in place to our own satisfaction? One of these shortcomings is the lack of the personal relationship. In the University classes all the members are, as a rule, alike to the don. He gives his lectures and his students do—or do not—take notes. It is no business of his whether they do or do not. The ordinary teacher cannot behave in this way. It is his concern. He is to blame if individual members of his class fail to come up to set standard in any way, and he knows the individual faults and failings of his whole class—or he should do. He prepares his lessons with a view of attracting the attention of his pupils, and of maintaining it, and is held to have failed if he is not successful in his attempt. The University don is not so situated. He is appointed to lecture on a certain subject, and does so, and that is all there is to be said. He is not dealing with young children, but with adolescent or mature men and women, and it is for them to see that they take full advantage of the mental pabulum offered to them.

Then, again, the don is an expert in one subject, and to this end only is he a power to be reckoned with. But he is an expert—that goes without saying—and, possibly, from the point of view of the ordinary teacher who needs to be capable of dealing with several subjects in the school curriculum, this makes for narrowness and for lack of connection with life as it really is. He is an enthusiast in his subject, and in dealing with it he regards it as the one and only subject worth studying, all others being sheer waste of time. Does this make for narrowness and one-sidedness, and does not Professor James state that "lop-sidedness is a sin"? Be this as it may, the fact remains that the University don as a teacher is great because he has the essentials of a teacher in that he inflames his students with interest in his subject because he himself is an enthusiast, and though in his methods he may lack precision and other minor characteristics, he has the gist of the matter in him.

THE BOOK OF THE GREAT DAYS: The Kingsway Series. (Evans Bros. 2s. 6d.)

For live teachers on the lookout for effective and impressive celebration of great days in the calendar, this is a most valuable book. The days are: the New Year, Saint David's Day, Saint Patrick's Day, Easter, Saint George's Day, Shakespeare's Birthday, May Day, Rose Day, Empire Day, Trafalgar Day, Armistice Day, and Christmas.

Nature study, handwork poems, plays, addresses, stories, and songs with music, all find a place in the contents. The "Children's Hymn"—words and music, by C. E. Hodges, M.A.—arranged for Empire Day, is altogether good. For busy teachers these ready-made programmes will be most useful, offering as they do well-thought-out details admirably suited to the several occasions. A.G.

EDUCATION ABROAD.

THE SCHOOLS OF SOUTH AFRICA.

By C. I. WATSON, *Cape Province.*

There are four provinces in the Union of South Africa and each Provincial Council governs its own education. The system in Natal differs from that of the other three provinces. The Transvaal, Free State and Cape Province all have School Boards for their different areas. Each school has its own School Council of Managers, but each set of managers comes under the School Board, which again in its turn comes under the Provincial Education Department.

Thus a teacher in any of these provinces, who wishes to change from one school to another, has to resign from the one, and apply afresh for the new position, even if in the same town or province and under the same School Board—the committees have the choosing of their staffs.

The only schools not governed by a School Board, but direct by the Education Department, are the Government-aided schools. These correspond to the Church schools of England; also there are the missionary schools for coloured and native children.

A new agreement has just come into force by which all vocational schools of the Union shall be handed over to the Union Government for direction. This move is a good one and will prevent much overlapping in that special line, for it is very evident that in the future South Africa is going to specialize in vocational training, and this is decidedly a move in the right direction.

The schools of South-West Africa are also directly under the Union Education Department.

Natal has no School Boards coming between the Provincial Council and the schools. The whole affairs of education are worked by the Provincial Education Department. So a teacher, wanting to change from one school to another, applies to headquarters for a transfer, and obtains it or otherwise as authorities think fit, or opportunities occur; and on the other hand the department has the right to transfer a teacher at any time to any school they may wish. Also promotions are carried out by the department, which is the most satisfactory method, as one knows that a turn may come after some years of service. Personally I prefer Natal's system to any, and I have taught in Natal, the Transvaal, and I am now at the Cape.

With regard to the teaching in the coloured schools a rather interesting point may be noted. At the Cape, European teachers are paid a lower salary if teaching in a coloured school than they are paid in the white schools. In Natal a European teacher is paid at a higher rate to teach the coloured children.

Schools are divided into primary, secondary and high schools. The primary schools only go as far as and including Standard VI; the high schools from Standard VII to Matriculation.

The high schools of the Cape generally have a primary department: here all scholars pay a school fee, according to the standard. The primary schools are known as public schools, which means a free school; books are provided only for indigent children, and even at these schools books are a big item in this country, especially for those in Standard V and upwards.

In Natal the primary and high schools have to be worked as one, and division is as senior and junior school. The senior school starts at Standard IV and the primary department extends to Standard VII, and the secondary department begins at Standard V and goes to matriculation, so that there is a primary and secondary Standard V and VI. These schools used to be called Crown Schools and were to be found in places away from the larger towns, to enable children to continue with the higher education without having to go the greater distance to obtain it. Both stages of work are under the same head master. They are now known as special higher elementary schools.

Each province also has its farm schools. This is owing to the extent of the country, which makes it too difficult to have a school in touch with all the farms. So in some of these isolated places, where a school centre is impossible, one teacher is employed on a farm and other children from neighbouring farms collect together there to be taught. A grant is allowed by the Government on the number of passes per year.

In several places in Natal special hostels are maintained by the Education Department to accommodate children who are too far out in the country to attend any school daily. The head master has the responsibility of these hostels, although a matron is in charge.

Vienna International Summer School.

Writing from the London School of Economics, Sir William Beveridge says:—"The increased demand for a knowledge of German induced the Committee of the Vienna International Summer School to set up special German Vacation Courses during the past summer. The gratifying success of this venture, especially among Englishmen, has encouraged the Committee to carry on their work. Consequently, courses of four weeks' study will be held at Christmas and Easter, and a three months' course from July to September, 1926.

"The courses are under the supervision of and given by University lecturers, and members will be given the opportunity to pass an examination by the University of Vienna. Courses will be held for beginners and advanced, and are open to all. Every regard is and will be paid to the special requirements of those students who only want to acquire a working knowledge of German for their particular purposes.

"Arrangements have been made to carry on the work of the Social Sub-Committee of the Vienna International Summer School (now in its fifth year), which will bring members into touch with the family and social life of Vienna. There will also be opportunities for sports and excursions. Members enjoy reductions in visa fee and railway fares. The return journey can be done at from £7 10s. 0d., and board and lodging from 2½ guineas weekly. The fees for a full course of 24 hours per week are £3 per month."

THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

Flouting Lord Burnham's Award.

Referring last month to Lord Burnham's award, I drew attention to the satisfaction with which the Union regarded the very general acceptance of the award by the local education authorities. I also referred to the fact that difficulty was being experienced in one or two cases, and pointed out the probability that, under Clause 6 of the terms of reference to the arbitrator, the teachers' panel of the committee would ask and receive the co-operation of the local authorities' panel in an approach to the President of the Board of Education to secure the adoption of the award in every case. There has been no difficulty in securing this co-operation. On 20th November seven local authorities were included in a joint report to the President, and his assistance was asked for. Among the seven local authorities therein included was the Essex County Authority, whose declared attitude is, and always has been, one of non-recognition of the Burnham Committee. The Essex authority was reported to the President under extraordinary circumstances, viz., with full knowledge of the fact that the President had already decided the Essex case. He had interviewed representatives of the authority and the teachers on 5th November, and had communicated his decision to the authority in a letter dated 11th November, notwithstanding the fact that the Burnham Committee was due to meet on 20th November. Moreover, the President's decision was, "that the policy of paying more than one scale in an area is not in itself unreasonable, nor is it unreasonable that the Essex Authority, having had such a system of payment in the past, should desire to continue it." This decision cuts clean across the policy of the Burnham Committee and is, in effect, an intimation to the Essex Authority that it may disregard Lord Burnham's award.

A Local Bargain Advised.

Lord Eustace Percy's decision was fully considered by the Burnham Committee on 20th November, and was regarded by both panels of the committee as having brought about a position seriously threatening the whole purpose of the committee's existence. That the committee did not under-estimate the gravity of the situation created by the President is proved by this further extract from the Board's letter to the Essex Authority:—"He (the President) must urge both the authority and the representatives of the teachers to enter forthwith into negotiations for the purpose of settling the future salary scale or scales for the area on a reasonable agreed basis, and he hopes that such a settlement will be reached at a very early moment." In other words, the President urges the Essex Authority to make a local bargain, notwithstanding his knowledge of the fact that the very purpose of the Burnham Committee's existence is to prevent local bargaining, and that Lord Burnham, as arbitrator, has already awarded to the teachers in Essex a salary scale which, presumably, he thinks reasonable.

Action by the Burnham Committee.

After a long discussion on the points raised in the President's letter to the authority, the committee agreed unanimously to embody its considered opinions in a resolution, to hand the same to the President, and to publish it in the daily press. The terms of the resolution include the following statements:—"The action of the Board of Education in recommending the Essex Local Education Authority and its teachers to enter negotiations forthwith for the purpose of settling future salary scale or scales is in the opinion of the committee (a) a serious blow at the principle of collective bargaining on a national basis which the Burnham Committees were specifically formed to establish, and (b) a direct encouragement to other local education authorities to continue in their present attitude of non-adoption of Lord Burnham's arbitral award, and to other local education authorities who have adopted the award to withdraw their adoption, and to substitute the method of local agreements."

Attitude of the National Union.

The decision of the President has shifted the responsibility for its consequences from the central Burnham Committee to the locality, thus throwing on the National Union the very grave duty of advising the local teachers with regard to their attitude when asked by the Essex Authority to enter on negotiations for a local settlement. In view of the unanimity of the Burnham Committee on 20th November, and having regard to the terms

of reference to Lord Burnham to which the Union was a party, there can be no doubt whatever that no advice which involves a contracting out of the award can possibly be tendered. The Union is in honour bound to stand by the award. What may happen in Essex should the authority definitely decide it can negotiate on no other basis than that declared by the President as not "unreasonable," it would be idle at the moment to forecast. The Executive of the N.U.T. is not likely to court trouble nor, on the other hand, is it likely to depart from its declared loyalty to the arbitrator's award. Essex may become the area in which the value of arbitration on a national basis will be tested. On the Essex issue, so far as teachers are concerned, depends not only the issue in Carmarthenshire, Newcastle-under-Lyme, Wimbledon, Croydon, Harwich, and Pembroke Borough, but the whole case for national as against local bargaining.

Married Women Teachers.

The decision of Mr. Justice Romer that the Poole Education Authority has acted *ultra vires* in dismissing Mrs. Short from its service on the grounds that she was married, has been appealed against by the authority, and the appeal has been allowed. It is a remarkable fact that with no new reason for dismissal forthcoming, the decision of one court should be reversed by another. On this aspect of the case much could be written. The Union, however, has to look at the position in the light of the result in the Court of Appeal, and to decide whether the case shall be taken to the House of Lords for final decision. Fortunately, in deciding as to its action, the question of cost will not operate as an important factor. The Law Committee of the Union will look at the matter solely from the professional point of view and the effect of a final decision on the position of married women teachers generally. Is it advisable to settle once for all this long-debated question?

The N.U.T. and the Farmers' Union.

The Teachers' Union and the Farmers' Union are getting to know each other better. A second conference of representatives of the two bodies was held at Hamilton House quite recently, and an interesting discussion took place on the question of increasing the number of State scholarships ear-marked for the children of the agricultural labourers. A sub-committee was formed to go into the matter, and another conference is to be arranged to receive the sub-committee's recommendations.

Membership.

There is every prospect of a substantial increase in Union membership this year. One of the causes operating is the series of conferences—now nearly completed—with the secretaries of local associations in all parts of the country. The final conference of the series will take place at Plymouth on 12th December.

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

(December, 1850.)

From an article on "Aged Governesses" candidates for benevolent aid:—

"The profession, however, should learn one valuable lesson from the history of these candidates. Nearly all of them admit that they became governesses 'for a livelihood'; we cannot count up twelve who state that they were 'educated to the profession.' In this fact we see, to a great extent, the cause of the distress we deplore. It plainly shows that many had to struggle long with the disadvantages of incompetence; that still more had to make way against repugnance to their obligatory calling, and unprofessional habits, or were deficient in the ardour necessary to success; while all probably wanted the self-reliance, denial, foresight, and application, which those only acquire who have been qualified by proper training for their career in life."

SCHOOLCRAFT.

SELF-GOVERNMENT IN THE ELEMENTARY SCHOOL.

BY NOEL SYSON.

One of the most noticeable features of modern educational method has been the introduction of ideas of self-government into elementary schools. To train a child early in habits of personal service, loyalty, and good citizenship is no doubt productive of excellent results, and much can be done during his early school years to develop the corporate spirit so necessary if that aim of education, "a preparation for a complete living," is to be attained.

The monitorial or prefect system now adopted in most secondary and many elementary schools certainly tends to foster a spirit of *esprit de corps*, while its value in improving the tone of a school is vouched for by all who have given the system a trial.

The House System is also being tried in a good number of our primary schools. The two systems are invaluable both for encouraging individual responsibility and for team work on a large scale, so that for these reasons alone they are well worthy of a trial.

"How can self-government be carried on in an elementary school?" The following description of the procedure in a school well known to the writer may indicate the lines on which it may be successfully worked.

The Selection of Prefects.

The office of prefect necessarily carries much responsibility with it. Prefects are the "natural aristocracy" of a school, and it is to them that the younger children must look for a guiding example. For this reason the greatest care is exercised in their selection. No such method as a general election of the whole school is in vogue, for however impartially children try to vote, the personal element—skill at games and popularity—must always arise.

On the introduction of the system, the senior boys' and girls' classes held a meeting and sent in to the headmaster six names for nomination as prefects. These names were then carefully considered by the staff, and their acceptance without reservation was a great tribute to the maturing judgment of senior children.

Then, when subsequent vacancies occurred, the remaining prefects met and proposed certain names. The headmaster sent a list containing them round to the staff, and each of the latter placed a mark of approval or disapproval against the name of a candidate. At a full staff meeting the selection was finally verified and the result given out at prayers next morning.

Such a method of election has been found to work very well, and there is no doubt that by it the right children are selected for prefectorial posts. In addition there is the added satisfaction of boys and girls being appointed who have been elected by the school—through its accredited representatives—and who also merit the confidence of the staff. The captain of the school is automatically elected. The senior boy or girl prefects in order of appointment occupy the office. Should the unlikely position arise of there being no

prefects at the beginning of a new school year, then nominations are sent in by the two top classes, and the procedure carried out as explained above.

Duties.

Amongst the duties which prefects carry out are:—

1. Ringing assembly bell and cloakroom supervision.
2. Keeping order in corridors during entering and leaving school.
3. Reading from Scripture during daily morning service in school hall.
4. Occasional supervision of class during enforced absence of teacher.
5. Posting head master's notices and removing out-of-date lists from notice board.
6. Issue of library books.
7. Playground supervision and recording late names.
8. Investigation of minor school offences.

The duties allotted to the various prefects are indicated in a time table drawn up each week by the school captain. Prefects wear a special badge, and the boy and girl captains a replica of this worked in silk and containing the school colours. For minor breaches of school discipline prefects are empowered to give lines. In more serious cases, an offender is called before a prefects' meeting, and where occasion demands, afterwards reported to the head master.

The House System.

The school, which is mixed, contained some 400 children and is divided into four houses, of which the boys' and girls' sections are run quite separately. It is purely a matter of convenience to allot places to children on their entrance to a house, the only fact to bear in mind being the necessity of keeping the numbers as equally distributed as possible.

House names of course present no difficulty, but one idea worthy of mention is to combine the names of two old boys who fell in the war and use these, *e.g.*, "Burdett-Smith."

Friendly Rivalry.

Inter-house rivalry both for work and play is very keen. Each house has three football, cricket, hockey, and netball teams, which play each other during organized games periods where possible, and willingly—such is the measure of keenness pervading—out of school hours where necessary. A system of awarding points for wins and draws, in decreasing number for each of the three teams in the various games, is also in force. The most convenient form for these has been found to be:

| | Win. | Draw. | Lose. |
|---------------|------|-------|-------|
| 1st team | 8 | 4 | 0 |
| 2nd team | 6 | 3 | 0 |
| 3rd team | 3 | 1 | 0 |

Thus by playing each of the other houses once the first team of, for example, "Burdett-Smith" can gain a possible 24 points. The second team can win 18 points, and the third team 9 points.

The number of points gained by the various teams in the various games are tabulated and count in deciding the award of the sports shield.

Trophies.

No difficulty is experienced in providing trophies, for it is found that each house is as eager to gain the coveted honour of having its name painted on a wooden shield made in the woodwork shop as it would be to find it embossed on a silver cup. This is quite as it should be, for it is the effort made and not so much the glory of winning wherein lies the great value of the house system. The sports shield is awarded to the house (boys or girls) having the highest total of points for the games played in the school, and after having the name of the house and year of its winning painted on, is hung up in some prominent part of the school.

The award of the work shield is made in a very simple way. Monthly written tests are given in school subjects, a uniform system of marking being adopted. At the end of the year each scholar's marks, together with his examination totals, are set out, and the house whose members together obtain the highest number of points wins the shield.

It has been found that this system has done much to raise the school's standard of work, for the possible chance of winning a trophy lends an added inducement to strive for such a distinction.

TAKING CHARGE OF A RURAL SCHOOL.

BY MARCELLA WHITAKER.

There seem to be many changes taking place in our rural areas, and one is continually hearing of young teachers taking charge of small schools and finding enormous difficulties there. That such schools are difficult to organize one must agree, but then there are compensations.

In the first place, one often enjoys more freedom in a small school than in a larger one. There is little official interference, one can be an autocrat or a scientific experimenter at will.

At the same time it is terribly easy to vegetate. One gets into a rut and there is no one to jolt one roughly out of it. That is why so many of these schools fail to keep pace with the times. That is why many of us left the comfortable rooms, the regulated life and work amidst rural surroundings to fight another battle elsewhere. It was for the good of our souls, if not of our pockets: sometimes it was for the good of both. This does not apply when one first takes charge of such a school. That is a most dispiriting task, and one needs courage and tact if one is to progress at all.

It is hard enough work taking up duties in a strange school of any kind, but when the smallness of the school is bewildering, when our pupils scarcely speak the language with which we are acquainted, we may be excused for depression or irritability. It is well to beware, however, how one dubs these children "country bumpkins" or how one too hastily considers them dull and

backward. A little conversation may prove humiliating, but it should also help to put things in their right perspective.

Then it often turns out that the new language that appeared so uncouth to the newcomer was not uncouth at all but full of technical terms, of strange items of knowledge, so that one begins to feel ignorant. It is largely a matter of interest. One cannot expect country children, with the teeming world of nature at their elbow, to imbibe the bookish knowledge that is all that many of us can offer.

"Stooks," "Dutch barn," "chain harrow"; all these words convey definite pictures to the minds of the children, even though to us they have no interest.

As a rule, too, people in remote areas tend to be suspicious of newcomers, and one must tread warily and find one's "footings" before they will admit one to fellowship, or cast off their suspicions. Needless to say this does not make for a peaceful life in school at first. The hostile atmosphere that pervades the village adds enormously to the burden of life. The teacher is under discussion, serving a probation period, as it were, and if she survives the ordeal all will be well as time goes on. Not that the display of a little ignorance matters very much. It always puts one's opponents in a good temper to find out one's fallibilities, and no one really expects even the head of a school to know everything.

The work is useful in itself and not so difficult or impossible as it appears at first sight, whilst the experience gained from a couple of years spent in such a school is most valuable. One there confronts problems in their crudest form; and as there is no one at hand to help with advice or assistance one learns to follow one's own judgment and fight for one's own hand.

The disheartening part of it arises from the inevitable comparison with the children one has left. One cannot but notice how awkwardly these new children respond to one's efforts, or how badly they are disciplined, or how feeble are their intellectual efforts where book work is concerned.

All things considered, one needs an extra supply of the virtues of faith, hope and charity when one takes charge of a small rural school—the faith that works patiently and hopes for better results later, even whilst it does not despise the "clodhoppers" with whom it has to deal; given that, all the rest follows, and one can gain happiness, experience, knowledge and tolerance in such a school in a very short time.

To the country-bred I suppose such schools present few drawbacks, but then they have an attraction for a certain type of town-bred teacher also, and there is no reason why such should be debarred from entering them so long as they do so with their eyes open.

THE GEOGRAPHY OF COMMERCE: by W. P. Rutter. (Sir Isaac Pitman and Sons. 5s.)

For sheer quantity of matter this is the best value for five shillings that we have seen this many a day. In fact, we had to look twice at the cover before we could be convinced that we could buy so many words for so few shillings. And they are worth the buying, for the book combines a number of well-written, readable pages as well as the rather conventional lists of commodities and their sources. It is probably about the best reference book for school purposes, and it has values also for the advanced student.

E. Y.

MAKING HISTORY INTERESTING IN THE KINDERGARTEN.

By H. G.

Even nowadays, when lessons are so much more interesting than they used to be, many children complain that history is dull. But just as we are told that "Clothes make the man," so, most decidedly, does the teacher make the history lesson; especially with kindergarten classes, where the children first form their likes and dislikes.

The following method has been used with boys and girls from six to eight years old, for nearly nine terms; and with each child, as well as with the class as a whole, has proved a great success. The children love their history, and when questioned are found to be well-informed.

First of all, the story is never read, but told in an animated way, according to the subject. If sad, the teacher sits quite quietly and speaks in a low, clear voice. If amusing or exciting, she speaks brightly and smilingly; she may move about to demonstrate the actions of the characters. In a word, she creates an atmosphere, and the children readily fall in with whatever mood she presents.

But the lesson should not be entirely one-sided. All small children like to "tell" things; and at suitable parts of the narrative the teacher pauses and asks them, in turn, to state what they would have done in similar circumstances. The various ideas are discussed, and then they are told what actually occurred, and comparisons are made.

When the story is finished drawing books are given out (this was found more satisfactory than expression work done on blackboards, as the children are able to look back and remember their earlier efforts), and each child draws and chalks "Anything out of the story you have just heard." This is done entirely unaided, and some weird pictures result; but no matter, the fixing of the story on paper also fixes it in their minds.

Except on special occasions, when odd lessons are given, such as the story of Nelson on Trafalgar Day, the children first recapitulate in their own words, some part (not necessarily all, this would take too long for the little ones) of the previous lesson, so forming a strong connecting link between them. Seeing who can "remember best" is a great play, and the teacher often has difficulty in restraining them from all "remembering" at once!

One of the secrets of this method is that the lesson is quite informal, and for this to be possible, there must, of course, be perfect discipline. The teacher who is not "sure" of her class cannot relax her vigilance as "teacher," and so is unable to express the required atmosphere.

When possible, the history lesson takes place just before the mid-morning interval. The children often talk over their pictures and the story, and will even act it among themselves, which is impossible if their thoughts are turned at once to another subject.

So many small children seem to think that history is a sort of fairy tale, which is dull because dragons and magic wands are lacking. But if, except in the case of legends and stories of doubtful accuracy which should always be taught as such, it is impressed upon the children that it "really and truly happened," the magic of those words will open a sure door to the child-mind.

COMPETITIONS.

OCTOBER RESULTS.

I. *The Perfect Inspector.*

Our competitors have said things which would raise a blush of modest pride upon the cheek of any H.M.I. Two gave descriptions of perfect inspectors whom they have known. Only one related the ancient tale of an inspector who crawled into a class-room on all fours "to test the discipline of the children." The prizes are divided and HALF-A-GUINEA goes to each of the following:—

MISS D. E. THORN, Woodville, Holyhead Road, Handsworth, Birmingham.

MR. H. R. CHITTENDEN, Boys' School, Chilton Buildings, Terryhill, Co. Durham.

MR. A. E. SMITH, 57, Forest Road, Edmonton, N.9.

II. *My Favourite Character in History.*

This competition brought a disappointing entry, and the judges have found only one worthy of reward.

A prize of FIVE SHILLINGS goes to:—

ALINE CUMMING (15), Inglemere School, Arnside, Westmorland.

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 500 words or less on

Frills in Education.

II. For competitors under 16 years of age.

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

A Drawing of a Christmas Tree.

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, and prizes may be divided or withdrawn at his discretion.

The last date for sending in is the 1st of January and the results will be published in our February number.

THE BOOK OF THE HAPPY WARRIOR: edited by J. C. Allen. (Longmans. 2s. 6d.)

This abridged edition of Mr. Newbolt's work is produced for schools. It includes the stories of Roland, Richard I, St. Louis, and others. The first of these makes strange reading: Sir Henry has faithfully followed his own dictum: "The 'Chanson de Roland' is so magnificent a poem that you cannot get too close to the original." Still, the inversions and the use of the present throughout are bizarre rather than vivid in English: "Count Roland fights nobly, but his body sweats and burns: in his head he has pain and great sickness: burst are his temples with blowing the horn." Much of this would incense youthful readers. W.M.N.

BLUE BOOK SUMMARY.

The Health of the School Child.

During the seventeen years that have seen the issue of these annual reports by the Chief Medical Officer of the Board of Education, great advances have been made in the medical inspection and treatment of school children in England and Wales. In 1924 the number of children in average attendance in the public elementary schools was 5,024,544. Of that number 2,420,305 were inspected—722,722 being "special" cases. These special cases are children not falling within the specified routine age-groups, who have been selected by the Medical Officer or referred to him by teachers, school nurses, attendance officers or parents, because they show signs of defect which render inspection expedient. Thus during the year under review nearly half—48.6 per cent.—of the children in the schools were inspected.

Under the new regulations (Grant Regulations, No. 19, which were noticed in these columns last month) the Authority has to provide for the medical inspection of all children as soon as possible in the twelve months following (a) their first admission; (b) their 8th birthday; (c) their 12th birthday; and it is these three routine inspections that underlie the administrative structure called "The School Medical Service," a service first imposed upon the local authorities by Section 13 (1) of the Education (Administrative Provisions) Act of 1907. The first chapter of this year's report states that all the 317 L.E. Authorities undertook the whole of the inspection required by the regulations, and it pays a tribute to the assistance given by all those auxiliary agencies—teachers, school attendance officers, social workers, Care Committees—to the regular medical staff. Of the 1,844 School Medical Officers, 821 were whole-time officials, the remaining 1,023 being private practitioners directly employed by the Authority. In addition, there were 511 school dentists and 4,368 school nurses. The cost of medical service, we are informed by the table on page 22, was, in 1923-24, £1,220,268; which was a fraction over 2 per cent. of the whole expenditure on education—£55,000,000. "In other words, out of every £100 spent by Local Education Authorities on elementary education, only £2 4s. 0d. goes to the School Medical Service; not a high premium for health insurance."

Perhaps the most interesting chapter in the report is the second, dealing with the health of the rural child. It will be remembered that in 1924 the question of the physical efficiency of the rural child was made a subject of popular discussion in the Press, through the remarks of Dr. Corkery on the subject quoted in the report for that year. The county school medical officers of twenty-two rural areas were therefore invited to make a combined enquiry for the purpose of eliciting more precise information. Taking the population of rural districts as 7,849,990, and examining its vital statistics we find that neither birth-rate nor death-rate differs materially from the rate for England and Wales as a whole, nor from the rate in the urban areas. The countryside is producing its due proportion of increase of population. The figures for large towns compared with selected areas, however, tell a somewhat different story, but indicate no striking contrasts. Indeed, in the matter of infant mortality the purely agricultural districts show a considerable advantage over the great cities.

Having himself tested Dr. Corkery's method of examination and comparison, Sir George Newman expresses himself as satisfied as to the validity of his evidence of decadence in Devonshire children. The experience of local school masters and school managers confirms it. Of the 9,476 children of school age examined in the 22 areas, 1,889, or 19.9 per cent., were found to suffer from impaired physique, excluding dental or special defects. "The fact," says the report, "that practically 20 per cent. of rural children out of a group of nearly 10,000 selected at random, are obviously defective in general physique, is significant. In the West Riding the proportion is returned as 39 per cent., in Merioneth 47 per cent., and in Radnorshire 54 per cent." But after comparing all the results of the enquiry—many extracts from the county officers' reports are given—there would seem to be "little or no evidence of widespread decadence in the general physique of rural school children. Nor are they as a whole, in this respect, falling seriously behind the town child." But though there is no evidence of a general falling back there is also no evidence that progress is being made. The report contains a very careful examination of the causes of the deficiencies, and summarizes the views of medical officers under the three categories; social and economic conditions;

domestic conditions of the home; and school conditions. The three broad findings concerning the rural school child are: (1) There is a substantial degree of physical impairment among rural children, particularly at the age of 6 to 11; (2) There is no widespread decadence; (3) The rural children are, as a whole, still physically ahead of the urban children, though not so much ahead as was formerly the case. We may, therefore, say that just as it would be fallacious to argue from a particular case, like Devonshire, say, to the whole of rural England, it would be, perhaps, more dangerous to argue from such comforting general conclusions to particular cases. The progress made in towns has not been shared equally in the country districts. The authorities in the slower-moving areas must take a leaf out of the books of the more enlightened, if the village school everywhere is to take "its share with the town school in being, as in the eighteenth century, the nursery of national character and efficiency."

The conclusion to be gained from the year's work is that physical defect is being definitely kept in check, and that by treatment its after-effects are being avoided. But substantial advance can only come by way of prevention of disease, and it is in this direction that the School Medical Service must look in order to achieve its final purpose. One highly important effort towards this end is that of investigation and research. Last year's report had something to say about this, and Chapter XII of this resumes the subject. There are four committees now at work dealing with the prevention of enlarged tonsils and adenoids, the causation of defective vision, anthropometry, and problems associated with mental deficiency in childhood. The whole of this chapter will repay study, and one section of it concerning the incidence of goitre is more than usually interesting. In Gloucester, where the distribution of diseases has been studied for the past 14 years, the figures show (according to Dr. Martin) that "the land of high incidence practically follows the lines of the Cotswolds, from Stratford-on-Avon to Bristol. There are, however, two curious exceptions, the reasons for which I have not been able to work out, namely, the high incidence in West Dean on the west of the county, and the low incidence in Stow-on-the-Wold on the east side." Perhaps by the time the next report is issued this intriguing problem will have been solved.

Adult Education Committee.

The President of the Board of Education has re-appointed the Adult Education Committee, for a further period of two years from 1st August, 1925, with the following terms of reference:—

To promote the development of liberal education for adults, and, in particular, to bring together national organizations concerned with the provision of adult education, so as to secure mutual help and prevent overlapping and waste of effort; to further the establishment of local voluntary organizations for the purpose and of arrangements for co-operation with Local Education Authorities; and to advise the Board of Education upon any matters which the Board may refer to the Committee.

The members of the Committee are Dr. R. St. J. Parry (Chairman), Dr. Albert Mansbridge, Dr. Robert S. McCrell, Professor R. Peers, The Lady Mabel Smith, Mr. R. H. Tawney, Mrs. Wintringham, the Rev. F. E. Hutchinson, the Rev. D. H. S. Cranage, Mr. John Lea, Professor F. B. Jevons, Mr. H. Pilkington Turner, Dr. J. C. Adami, Professor G. J. Russell, Professor J. Harry Jones, Mr. W. M. Gibbons, Mr. T. Loveday, the Rev. Principal Thomas Rees, Mr. J. M. Mactavish, Alderman W. N. Smith, Mr. Z. F. Willis, Miss Phoebe Walters, Mr. E. Dodgshun, Miss Grace Hadow, Mr. W. R. Rae, Capt. L. F. Ellis, Mr. Basil Yeaxlee, Mr. Horace Fleming, Lieut.-Col. J. M. Mitchell, Sir Benjamin Gott, Sir Percy Jackson, Alderman F. Askew, with Mr. C. O. G. Douie, an Assistant Principal under the Board of Education, as Secretary.

Sir Edmund Chambers, C.B., Mr. J. Owen, H.M. Inspector, and Brevet-Colonel W. D. S. Brownrigg, D.S.O., will attend meetings of the Committee on behalf of the Board of Education and the Army Council.

ESSAYISTS PAST AND PRESENT: by J. B. Priestley. (Jenkins, 5s. net.)

This collection avoids hackneyed essays and the examples are of the "chummy" type, even of living writers. Mr. Priestley vindicates the personal nature of the essay and sketches its history very agreeably. W.M.N.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**University College, London.**

The foundation stone of University College, in Gower Street—then the intended University of London—was laid on April 30th, 1827. To celebrate the centenary of that epoch-making event, an appeal has been sent out signed by Lord Chelmsford, Dr. Gardener, Lord Merton, Sir Robert Kindersley, and Mr. Walter Seton, asking for £500,000. "We believe," says the appeal, "that we may fairly ask for a widespread and generous response—first of all from the citizens of London, who have cause to feel pride in the largest and oldest college of the University of London; and then from the citizens of the Empire, who remember that University College was the first of that group of new Universities which have now spread, not only through England, but to all parts of the Empire." Of the half-million, £225,000 is wanted for the endowment of teaching. Some of the professorial chairs—Greek, Latin, and Civil Engineering—are totally unendowed; fourteen depend on the general income of the college, while seventeen are only partially endowed. Here, then, is a chance for the patriotic Londoner, near and far.

St. Hilda's Hall, Oxford.

One of the first duties performed by Lord Cave, as Chancellor of the University of Oxford, was the opening of an extension of the buildings of St. Hilda's Hall. A new chapel also was dedicated by Dr. Williams, Bishop of Carlisle, and Visitor of the Hall.

Another Half-Million Wanted.

Leeds University, twenty-one years old, has made an appeal to the men and women of Yorkshire for £500,000 to re-house the University. The Duke of York, as Patron, announced at a recent public meeting that £157,000 had already been subscribed. Yorkshire College was the real beginning of the University, though the Medical School was established 100 years ago. The Duke of York, in his speech, commending the appeal, recalled the fact that when the College first opened its doors, a coal miner was the only student—for 48 hours. The number of whole-time students is now twice that of 1913-14, and the teaching staff, in its 40 departments, has increased from 178 to 268 in the same period.

A High School Centenary.

The centenary of the Liverpool Institute High Schools was celebrated last month, from November 9th-14th. In 1825 the boys' secondary school was a Mechanics' Institute. The girls' school at Blackburne House fills a prominent place in the higher education of Liverpool.

The Foundling Hospital.

As soon as a suitable site in the country has been found, the work of the Foundling Hospital will be removed from London. The governors have entered into a provisional contract for the purchase of the Royal St. Anne's School at Redhill, Surrey, which has ample accommodation for 400 children. If the Board of Education consents to the purchase the Foundling Hospital will, as soon as certain alterations are completed, temporarily remove there. The governors would have preferred to take a lease of the buildings, but this was not found possible. The Royal Asylum of St. Anne's Society, the present owners of the schools, was a city charity, founded in the parish of St. Anne and St. Agnes, Aldersgate, in 1702, "for the education and support of the daughters of persons (of any nationality) once in prosperity, whether orphans or not." A large institution was built at Streatham Hill, but in 1881 the school was removed to Redhill. The new owners will probably stay there for four or five years. They will thus have ample time to obtain a site for a new Hospital and sell their old one.

Southbroom House, Devizes.

It is not often that dwelling-houses are turned into elementary schools, though it is by no means uncommonly done for secondary schools. Southbroom House, in Devizes, has large rooms, and nine of them can be made into class-rooms for 35 to 43 children. Its transformation into a school is part of the reorganization of the education of the town. Devizes has four non-provided schools and no council school—as yet.

ASSOCIATION NEWS.**The Teachers Council.**

At the November meeting the absence of several members at the Burnham Conference caused the postponement of the formal adoption of the Council's statement on the Report of the Departmental Committee on the Training of Teachers. It is hoped that the statement will be finally approved at the meeting on December 18th, and that it will be made public after being presented to the President of the Board. The Council was also compelled to defer the consideration of certain matters connected with its constitution and future duties. These will come up for discussion early in the new year. It was announced that the number of applications up to October 31st was 76,201, and that 17,915 certificates of registration had been renewed. A vigorous effort is needed to raise the number of registered teachers to 100,000. With the widespread support which these figures would represent it would be possible for the Council to establish the work of teaching on a true professional basis, with a clear distinction between registered teachers and others. All teachers who are qualified but not yet registered should make application at once.

The College of Preceptors.

The course of lectures on education has been proceeding during the term. The attendance is too small to be encouraging, and it is to be hoped that the lectures to be delivered next term will attract a greater number of teachers. Particulars may be obtained from the Secretary, College of Preceptors, Bloomsbury Square, W.C.1.

Incorporated Society of Musicians.

The Annual Conference is arranged to be held in Edinburgh from Monday, January 4th, to Saturday, January 9th. The formal opening will take place on the Tuesday morning at 11-0 a.m., when Sir Walford Davies will give an address. On the Thursday evening the Lord Provost of Edinburgh, the Magistrates, and Members of the Town Council will hold a civic reception in the City Chambers. Among the lecturers are Professor Donald Tovey, Sir Theodore Morison, and Dr. James Lyon.

League of Nations Union.

The Union has prepared and issued the Autumn number of *League News*, a paper for boys and girls, designed to promote the aims of the Union and to give knowledge of its work. The editor is Mr. F. J. Gould, and copies are to be obtained at 7.6 a hundred from the offices of the Union, 15, Grosvenor Crescent, London, S.W.1.

League of Empire.

The League of the Empire will be pleased to give information as to the present arrangements for the interchange of teachers between Great Britain and the Overseas Dominions. The League will be pleased also to effect exchanges for such teachers as may obtain from their Education Committees leave of absence and permission to take part in the scheme. Exchanges may be effected with Canada in the summer, with South Africa usually at Christmas, and with Australia and New Zealand at various times throughout the year. Applications for the coming year are now invited. All communications should be addressed to the Hon. Secretary, League of the Empire, 124, Belgrave Road, London, S.W.1.

The "A.M.A."

Congratulations are due to the Incorporated Association of Assistant Masters in Secondary Schools on the excellent appearance of their official organ. The November number appears in a new cover and its contents are exceptionally interesting.

Gipsy Education.

The Surrey Education Committee, having failed to secure the attendance of gipsy children in the ordinary schools, have decided to provide a portable school, at a cost of £250. The Board of Education has approved, and will watch this bit of pioneer work with interest.

PERSONAL NOTES.

NEWS ITEMS.

Oxford's Public Orator.

The voting in Convocation on November 5th for the election of Public Orator to succeed Dr. A. D. Godley was in favour of Mr. A. B. Poynton, Fellow of University College. Mr. Poynton went to Balliol as a classical scholar from Marlborough. He won the Hertford Scholarship in 1885, and a Craven Scholarship in 1887. Last summer Mr. Poynton took Dr. Godley's place during the Public Orator's illness.

Sir Henry Miers to Retire.

Sir Henry Miers, who has been Vice-Chancellor of the Victoria University of Manchester for ten years, will retire from that position next September. In 1895 he was appointed Waynflete Professor of Mineralogy at Oxford, and in 1908 he became Principal of the University of London.

Vice-Chancellor Elect of Manchester.

Mr. Walter Hamilton Moberley, M.A., Oxford, Principal of the University College of the South-West of England, Exeter, has been unanimously chosen by the Court of Governors of Manchester University to succeed Sir Henry Miers as Vice-Chancellor.

The Vice-Chancellor Elect of Manchester University was at New College, Oxford. He gained a first-class in *Litteræ Humaniores* in 1903, and in 1905 became lecturer in Political Science at Aberdeen. He was Professor of Philosophy at Birmingham from 1921 to 1924, when he became Principal of Exeter College. He served during the war, was twice mentioned in despatches, and holds the D.S.O. with bar.

Principal of Exeter.

Professor W. H. Lewis, M.A., has been appointed Principal of University College, Exeter, to succeed Mr. Moberley.

A Novel Subject for Thesis.

Mr. Rudyard Kipling has offered two prizes, of £50 and £30, for the best essays by students of St. Andrew's University on "The Influence of the Democratic Idea on the spirit, work and outlook of the individual of a generation hence." It may be presented in prose, verse, or dramatic form. Both subject and conditions are unusual, and the thesis, when written, we should like to read.

From Harrow to York.

The Rev. Lionel Ford, head master of Harrow, has been appointed Dean of York in succession to Dr. Foxley Norris. He has been a school master since the age of 23, and was educated at Repton and Cambridge.

Master of Magdalene.

Mr. Allen Beville Ramsay, M.A., Lower Master of Eton, has been appointed by Lord Braybrooke to succeed the late Mr. A. C. Benson as Master of Magdalene College, Cambridge. Mr. Ramsay is an old Etonian. In 1891 he went to King's College, Cambridge, as an Eton scholar, and was placed in the First Class of the Classical Tripos in 1894. In 1895 he was appointed to a mastership at Eton.

Mr. L. K. Hindmarsh, M.A., secretary for Higher Education, Lancashire County Council, has been elected Chairman of the Union of Lancashire and Cheshire Institutes for the current year. He succeeds the Rev. Walter Bidlake, M.A.

Dean Inge on Dr. Rouse.

Dean Inge, at a dinner of the old Persean Society, said that the experiment in teaching the classics which had been made by Dr. Rouse at the Perse School had attracted the attention of the whole education world. Previously the Government had left this and similar schools alone; but now there was an epidemic of commissions, composed mainly of fussy, meddling busy-bodies, who thought they knew best about the way Universities, public schools, and even cathedrals ought to be run. The Perse School had shown the educational world how classics should be taught. The old style of teaching was stupid. They owed a debt of gratitude to the head master for the way he had met the Philistine attacks which attempted to put down classics in favour of such plebeian pursuits as mathematics.

The Curse of Education.

"The worship of the scholarship boy is the great curse of education at the present moment," said Lord Eustace Percy, speaking at Hastings on November 16th. The aim of everyone to-day was to use the school as an escape from his normal job and to be a "black-coated worker." It was an extraordinary delusion. The desire of the working-man to-day was to get his son into some black-coated job, and to keep him away from skilled manual work. Those were the people who were going out from our elementary schools. Occasionally there was a real scholar, but the rest—the great mass—were not scholars; they were only scholarship boys. They would never get real success until they recreated the pride of skilled manual work.

Too Many Frills.

Lord Eustace Percy also said he agreed to a great extent with the view that they were now teaching the child too much and that they ought to confine the curriculum more to the "three R's" and domestic instruction. There were too many frills in education, the curriculum was overcrowded, and more concentration on essentials was necessary. But the frills did not make education more expensive. If they were done away with they could not reduce the staffs. He believed that the most important thing in education was to make it more practical in the sense of centring and developing the faculties of the child which would be of permanent use to him.

"The Flower and the Fruit."

Speaking on Founder's Day at Dunstable Ashton Grammar School last month, Mr. C. H. Greene, head master of Berkhamsted School, said the Prime Minister had described his position as one of conspicuous impotence; he thought the position of teachers could be described as one of obscure power. On them and their training and ideals, and the way they gradually introduced boys to the environment of life, depended, in great measure, the future of the country. He urged parents not to take boys away from school at 16. Some parents thought that if their boys were not going to the University the best way was for them to start work at once. It was those boys, above all, who should get extended school training. "In order to ensure the fruit, don't prevent the growth of the flower."

The "Big Brother" Movement.

One hundred and fifty boys sailed for Australia last month to become settlers under the "Big Brother" movement. They have been drawn from the public, secondary and elementary schools, and most will go on the land direct, where they will be trained in various occupations, including fruit farming. Some will go to the Dreadnought Training College in New South Wales for preliminary instruction. Before leaving England they were addressed by the Prince of Wales in the grounds of St. James's Palace, and afterwards entertained at Australia House by Sir Charles Wakefield, Vice-President of the Movement Committee, who gave each of the lads a pocket knife bearing the words engraved, "Be as true as British steel."

Twenty-eight youths also sailed for Australia to take up agricultural training scholarships provided by the Fellowship of the British Empire Exhibition. The first party of 22 sailed in October for Canada (Alberta).

The Metropolitan Mayors' Fund.

The number of school children visiting Wembley under the Metropolitan Mayors' Scheme was 51,582. The total expense of the visits was £5,441 14s. 6d. The largest amount in donations to the Central Fund came from Westminster, £4,580 7s. 11d.; the smallest from Fulham—five shillings. Nothing came from Finsbury nor Poplar. The borough sending the largest number of children was Lambeth, with 3,784. Islington came next with 3,770.

Business Opportunities.

The Principal of the School of Training in Retail Distribution, 60, Horseferry Road, Westminster, has issued a pamphlet: "The Retail Store as a Career." Some of the London stores employ upwards of 5,000 people. The commencing salary is the modest figure of 15/- a week, as a rule, but buyers—and a buyer may be a man or a woman—can earn anything between £500 and £1,500 a year.

LITERARY SECTION.

BOOKS AND THE MAN.

A System and a Record.

In the volume edited by Caroline Pratt under the title "Experimental Practice in the City and Country School" (Dent, 7s. 6d.), there is a wealth of interest for all teachers—and especially for those who are dealing with young pupils. Let me say at once that I am not recommending for general and uncritical adoption on this side of the Atlantic the city and country system. We have suffered too much already from such hasty enthusiasms. This book is no mere prescription or advertisement of a method, but a painstaking and well-written record of actual achievement. Herein lies its value for us.

The two-fold name is due to the fact that the school was formerly two-fold in its nature, having a city centre and a farm centre. To-day the city centre alone remains, and there the experimental work is carried out. The basic idea is that of confirming and extending the ordinary experiences of children by the use of adaptable materials, beginning with blocks and going on to the use of bench and tools. So far the matter sounds common-place enough, but there are widely different ways of using adaptable materials. The common one is to use them to further the purposes of the teacher and not those of the children. Miss Pratt puts it thus: "Children are easily led to think that they are carrying out their own purposes through organized sets of materials, when, in fact, they are carrying out the set purposes of the teacher and in her mind serving the future instead of carrying out their own purposes and serving the present. Sloyd is one example of this, and Montessori in her didactic materials another."

The theme of this passage forms the text of the book, and we have some interesting records of work done at the school. These are set down with an absence of pedantry and of cocksureness which is refreshing as it is rare in books by most of the new methodists.

Here is a significant passage, with an application which may well be extended: "The very fact of publishing our procedure would seem to tend to crystallize it. But to those of us within the school the procedure is not crystallized. It is a loose framework made primarily to conserve individual freedom. Imitative teachers may try to do what we have done. They, perhaps, will use the experience afforded by our special neighbourhood, which may or may not be appropriate to theirs. But it is hoped that our procedure will also fall into the hands of imaginative teachers to whom it will give courage to regard the fundamental principles of education, and to work out a new and, perhaps, a better technique, and certainly one related to their own environment."

There we have a guide to the right attitude towards new systems and methods. As to the procedure described in this book, I can say not only that it works admirably in that particular school, but that the principle is sound. We are slowly coming to understand that "nobody is ever competently wise save by his own wisdom," and that the teacher's work goes beyond the imparting of facts.

SELIM MILES.

REVIEWS.

CHRISTMAS BOOKS.

We have received a number of admirable books prepared as Christmas gifts for children. They are briefly described below.

EDWARD ARNOLD AND CO.

Young James: by Evelyn Sharp. 7s. 6d. net.

There are few writers so competent as Miss Evelyn Sharp, and her sense of fun is here happily wedded to her literary skill in a story which will appeal to children very strongly. The illustrations are well-meant but somewhat inadequate.

MESSRS. A. AND C. BLACK, LTD.

Smiler, a Girl Guide: by Mrs. A. C. Osborn Hann.

Three Joskins at St. Jude's: by R. A. H. Goodyear.

Tales from Scott: "Waverley and Ivanhoe" re-told: by S. R. Crockett. 2s. 6d. net each.

Children of the Snow and Ice: by Uncle Robert.

Children of the Field and Forest: by Uncle Robert.

Children of the Mountain and Plain: by Uncle Robert. 1s. 6d. net each.

In these six volumes are excellent gift books for children of different ages. "Smiler" teaches a lesson of cheerfulness; "The Three Joskins" afford material for a capital school story; and Uncle Robert provides interesting accounts of children in other lands, whose doings are excellently illustrated. The versions of "Waverley" and "Ivanhoe" are remarkably cheap and good.

BLACKIE AND SON, LTD.

The Hermit Hunter of the Wilds: by G. Stables.

A Golden Age: by Ismay Thorn.

Kidnapped by Cannibals: by G. Stables. 1s. 6d. net each.

Two Years Before the Mast: by R. H. Dana.

A Loyal Little Maid: by Sarah Tytler.

The Light Princess: by G. MacDonald.

Little Lady Clare: by E. Everett-Green.

A Soldier's Son: by Annette Lyster.

Eric Sinclair's Luck: by A. B. Romney. 2s. net each.

Westward with Columbus: by G. Stables.

Olaf, the Glorious: by R. Leighton.

The Islanders: by T. Wilson Wilson.

Jim's Children: by T. Wilson Wilson.

Christabel: by Mrs. A. G. Latham.

Dr. Jolliffe's Boys: by Lewis Hough. 2s. 6d. net each.

G. A. Henty's Stories:—

A Knight of the White Cross.

To Herat and Cabul.

Derry of Dunn's House: by A. Judd.

Under the Chinese Dragon: by Lieut.-Col. F. S. Brereton.

Sisters of Silver Creek: by Bessie Marchant.

The Mastery of the Air: by W. J. Claxton.

Septima at School: by Evelyn Smith. 3s. 6d. net each.

Cousin Sara: by Rosa Mullholland.

Giannetta: by Rosa Mullholland. 4s. net each.

Her Own Kin: by Bessie Marchant.

Colin the Scout: by Lieut.-Col. Brereton.

Val Forrest in the Fifth: by Evelyn Smith.

East in the Golden Gain: by P. F. Westerman.

The Pearl Seekers: by A. Macdonald.

The Whip Hand: by Walter C. Rhodes.

Blackie's Boys' Annual.

Blackie's Girls' Annual. 5s. net each.

Wireless Construction: by J. L. Pritchard and E. W. Hobbs.

The Girl from the North-West: by E. E. Cowper.

Ben's Adventure: by A. O. Cooke.

Trouble at Wyndham: by R. Bird. 6s. net each.

England in the Middle Ages: by J. A. Brendon.

The Age of Chaucer: by J. A. Brendon.

The Days of Elizabeth: by J. A. Brendon.

The Gods of the Classics: by D. A. Mackenzie. 1s. 6d. net each.

Messrs. Blackie and Son have long ago established themselves in the hearts of young people as purveyors of jolly books. This year's collection is better than ever. The Annuals will be especially welcomed for their pictures and stories. To some

children the books on wireless and on literature will be a pleasant gift, and it is pleasant to find Miss Theodora Wilson Wilson represented by two of her most agreeable stories.

G. BELL AND SONS, LTD.

The Peter Pan Picture Book : the Story of Sir J. M. Barrie's Fairy Book : re-told by Daniel O'Connor. 6s. net.

The Dickens Book : Scenes from the Works of Charles Dickens : edited by J. Compton, M.A. 3s. net.

The Queen's Treasures Book of Verse : selected by J. Compton, M.A. 3s. 6d. net.

A Book of Nimble Beasts : by D. English. 3s. 6d. net.

The Scott Book : Scenes from the Works of Sir Walter Scott : edited by W. P. Borland, M.A. 3s.

Our Farmyard Friends : by D. English. 3s. 6d. net.

Messrs. G. Bell and Sons are to be warmly congratulated upon their charming "Peter Pan Picture Book." It costs only 6s. net, and contains eight coloured plates and twelve drawings in black and white by Alice B. Woodward. The type is good for young eyes, and Mr. O'Connor has given a thrilling version of the story. The selections from Dickens and the Anthology—both prepared by Mr. Compton—are admirably done, and the "Book of Nimble Beasts" is a charming piece of work with some wonderful illustrations. As a domesticated companion there is the book on "Our Farmyard Friends."

JONATHAN CAPE, LTD.

Doctor Dolittle's Circus : by Hugh Lofting. 7s. 6d. net, Shakespeare's Sonnets : a Facsimile. 7s. 6d. net.

The Child's Story of the Human Race : by Ramon Coffman. 12s. 6d. net.

The Yellow-maned Lion : by Ernest Glanville. 3s. 6d. net.

Seven Plays for Little Players : by Imogen Murphy. 5s. net.

Mr. Jonathan Cape must be the despair of his fellow-publishers by reason of the high standard which he maintains in the production of books. All the volumes above-named are beautiful in form and typography. Dr. Dolittle is a sheer joy, both in the whimsical tale and in the comic illustrations. Ramon Coffman's "Story of the Human Race" is an interesting outline with excellent pictures, and the "Seven Plays for Little Players" ought to be in every school. "The Yellow-maned Lion" is a thrilling tale, with drawings by Warwick Reynolds, and the "Facsimile of Shakespeare's Sonnets" is a beautiful reproduction, embellished by a little-known portrait.

THE CHELSEA PUBLISHING CO.

Robin Redbreast : Poems and Rhymes : chosen by Florence B. Hyett. 3s.

Three Old Tales in Verse from a Collection of Ancient Poetry. 2s. 6d.

The Amorous Rabbit : by the Comtesse Elen Soumarokoff-Elston. 2s.

Tales of the Fairies : The White Cat : by the Countess d'Anois. 3s. 6d.

These charming booklets will make excellent and very welcome Christmas greetings for friends. All have the merit of being quaint and unusual, and of being dressed beautifully. The illustrations drawn by Alexina Ogilvie for "The White Cat" are admirable, and the choice of verse in "Robin Redbreast" is discriminating. Everybody should include these books in the stock of Christmas gifts.

CONSTABLE AND CO., LTD.

The Duenna : a Comic Opera in Three Acts : by Richard Brinsley Sheridan. 21s. net.

Broomsticks and other Tales : by Walter de la Mare. 10s. 6d. net.

Mr. Walter de la Mare has written an admirable set of tales for children, and he has happily associated with himself a new artist in woodcuts whose work is extremely beautiful. The volume makes a worthy gift book which will be preserved long after more ephemeral offerings are forgotten.

It is impossible to praise too highly the magnificent edition of "The Duenna," which Messrs. Constable have issued. The introduction by Nigel Playfair is interesting and sprightly, and the illustrations are reproduced from the designs of costumes and scenery used at the Lyric Theatre, Hammersmith, supplemented by other drawings by George Sheringham. Altogether a noteworthy production.

GEORGE G. HARRAP AND CO., LTD.

The Green Dragon : by Patricia Lynch. 1s. 6d. net.

Kak : the Copper Eskimo : by Vilhjalmur Stefansson. 5s. net.

Partners of the Forest Trail : by C. H. Claudy. 2s. 6d. net.

The Banner of the White Horse : by C. M. Case. 2s. 6d. net.

A Wonder Book and Tanglewood Tales : by N. Hawthorne. 5s. net.

The Book of Myths : by A. Cruse. 7s. 6d. net.

The Book of Invention : by T. C. Bridges. 7s. 6d. net.

Messrs. Harrap have issued a varied set of books appealing to children of all ages. Miss Cruse has succeeded in re-telling the myths of all peoples in charming style, and Mr. T. C. Bridges deals with inventions in a fashion which will appeal to every boy. The story of "Kak, the Eskimo," is based on first-hand knowledge, and the illustrations are attractive. It is pleasant to have a worthy edition of Nathaniel Hawthorne's "Wonder Book and Tanglewood Tales."

HODDER AND STOUGHTON, LTD.

One Thousand Beautiful Things : Chosen from the Life and Literature of the World : by Arthur Mee. 7s. 6d. net.

Arthur Mee's Talks to Boys. 2s. 6d. net.

Arthur Mee's Talks to Girls. 2s. 6d. net.

Mr. Arthur Mee has the art of making a strong appeal to children, and in these books he exercises it to advantage. The anthology of prose and verse is comprehensive and well illustrated, and the "Talks" to boys and girls deal with matters of conduct and citizenship.

LONGMANS, GREEN AND CO.

Alfgar the Dane : by A. D. Clarke. 3s. 6d. net.

The Golden Porch : a Book of Greek Fairy Tales : by W. M. L. Hutchinson. 7s. 6d. net.

These are two admirable gift books. In "Alfgar the Dane" we have a well-told story of the days of Edmund Ironside based on historical material. "The Golden Porch" is an excellent version of some Greek myths.

METHUEN AND CO., LTD.

Water Folk at the Zoo : a Book of the Aquarium : by Gladys Davidson, F.Z.S. 2s.

The Blue Bird : by Maurice Maeterlinck. 1s. 6d.

Playtime and Company : a Book for Children : by E. V. Lucas. 7s. 6d. net.

Fairies and Friends : by Rose Fyleman. 3s. 6d. net.

The Adventure Club : by Rose Fyleman. 3s. 6d. net.

The new aquarium at the Zoo is pleasantly introduced by Miss Davidson in a little volume which will delight every boy and many girls. The edition of "The Blue Bird" will be welcomed, and Miss Rose Fyleman has already shown that she knows the hearts and desires of childhood. Her new poems and the adventures of the club are delightful. Special and unstinted praise must be given to the book for children written by Mr. E. V. Lucas, and illustrated by E. H. Sheppard. The humour of both finds happy expression, and the book will give joy to all children of every age.

MESSRS. GEORGE NEWNES, LTD.

The Enid Blyton Book of Bunnies. 3s. 6d.

Merry Moments Annual. 5s. net.

Two attractive annuals which will be welcomed. The diversity of colour in the type of "Merry Moments" is not attractive, and it may be harmful to young eyes.

SEELEY, SERVICE AND CO., LTD.

Little Women and Good Wives : by J. M. Alcott. 3s. 6d. net.

The Romance of Lighthouses and Lifeboats : by T. W. Corbin. 6s. net.

The Marvels of Animal Ingenuity : by C. A. Ealand, M.A. 4s. net.

The Pirate : by Captain Marryat. 2s. 6d. net.

A choice of stories and semi-technical books, including some old favourites. The volumes on "Lighthouses" and on "Animal Ingenuity" are full of interest.

WARD, LOCK AND CO., LTD.

Stories of King Arthur : by Blanche Winder. 6s. net.

Baby Bunting's Big Play Book. 2s. 6d. net.

The Wonder Book of Then and Now. 6s. net.

Wonder Book. 6s. net.

These gift books are marvels of good production, and the "Wonder Book of Then and Now" has a special attractiveness with its survey of the development of mechanical devices. The "Big Play Book" is printed in good type for young eyes, and is well illustrated.

Education.

THE HARROW SCHOOL REGISTER, 1845-1925. Second Series in Two Volumes: edited by J. H. Stogdon. (Longmans. 15s. per vol.)

This second series of the Harrow School Register has been brought up to date in two handsome and well-arranged volumes. The first covers 1845-1885, the second 1886-1925. Names are recorded under the entrance terms of each year and the brief biographies will afford much interest to all Harrovians.

LEARNING TO READ: by A. F. MacKenzie. (Evans Bros. 3s. 6d.)

So many are the books which have been written on teaching children to read that one may be pardoned for wondering, when a new book on this subject appears, whether anything new can be said.

We have, however, no hesitation in saying that this book of Miss MacKenzie's fully justifies its publication; for Miss MacKenzie has certainly something to say, and as certainly knows how to say it.

Her book, which is really an account of the method of teaching little children in her own nursery school, is practical without being mechanical.

It is said that it is more important to travel cheerfully and hopefully than to arrive—and Miss MacKenzie believes this to be true in learning to read—at any rate, for very little children.

With them what happens during the learning is of vital importance, and Miss MacKenzie lays great stress on the need for plenty of opportunities for "experience."

In a little compass she has managed to set forth a great deal of sound educational practice; and, in its way, the book is a valuable contribution to educational literature. We recommend it very cordially to the notice of teachers of little children.

P.M.G.

English.

HAZLITT: TWENTY SELECTED ESSAYS: edited by A. J. Wyatt. (University Tutorial Press. 3s. 6d.)

This edition is prepared for London matriculation candidates. All necessary information about Hazlitt is given in the brief introduction, and the notes are sound and helpful, especially in tracing Hazlitt's many and mangled quotations. W.M.N.

A PRIMER OF ENGLISH LITERATURE: by A. Compton-Rickett. (Nelson. 1s. 9d.)

Mr. Compton-Rickett's primer is brief and admirable. The chief characteristics of writers and of tendencies are defined nakedly and precisely. The opinions are expressed with freshness and lucidity. The book contains many fine pen portraits by Mr. Heber Thompson. W.M.N.

BLAKE'S SONGS OF INNOCENCE AND OF EXPERIENCE: edited by G. Cowling, M.A. (Methuen. 1s. 9d.)

This edition is as unpedantic as its subject. The introduction is lucid, the notes are almost conversational, and both are helpful and interesting. W.M.N.

SESAME AND LILIES: edited by J. W. Bartram, M.A. (Longmans. 1s. 6d.)

As a school book this work of Ruskin's will be admirable as an example of fine style and ardent thought. Mr. Bartram has made this plainer by his questions on the stimulating problems raised in the text. The introduction and notes are short but adequate. W.M.N.

TENNYSON: Helicon Poetry Series. (Cassell. 2s. 6d.)

In this edition the bulk of "Maud" and "In Memoriam" is added to the lyrics. Mr. Alfred Noyes treats briefly of Tennyson's Virgilian perfection. Mr. J. Drummond Monfries, in the notes and suggestions, makes his points briefly and clearly. W.M.N.

WORDSWORTH: Helicon Poetry Series. (Cassell. 2s. 6d.)

In this book Mr. Noyes has skillfully dispensed with that large body of inferior work which tends to obscure the greatness of Wordsworth's poetry. Yet the book is more than a selection of hackneyed passages. Mr. Entwistle's notes and exercises are succinct and suggestive. W.M.N.

STAGES IN BOOKLAND. Book III: by Reed Moorhouse. (G. Bell and Sons. 1s. 10d.)

If we may judge from the present volume, "Stages in Bookland" should provide an excellent set of reading books for junior pupils.

Mr. Reed Moorhouse has gathered together many charming stories, chosen from the tales of many nations, and has added

appropriate examples of folk music, so that the pupils may have an opportunity of hearing and comparing the old-time melody and the spoken word.

The stories are also pleasantly illustrated, and at the end of the volume, the compiler has included what he calls the "Little Readers' Handbook," which is a simple book of reference and serves to prepare young pupils for consulting larger works of reference at a later stage. P.M.G.

NARRATIVE ESSAYS AND SKETCHES: edited by H. A. Treble and G. H. Vallins. (Harrap and Co. 2s. 6d.)

This is a most readable collection of some thirty essays selected from the works of famous essayists from Addison and Steele to writers of the present day.

As the title indicates, the selection combines the interest and action of a story with the personal charm of an essay; and thus furnishes an excellent introduction to the essay in its more abstract form.

Though obviously intended for use in schools, it is the kind of book which helps to pass many a pleasant half-hour, and would be an excellent companion on a railway journey. Even the exercises provide interesting occupation to while away the tedium of a journey. Many of them have all the fascination of cross-word puzzles and are much more worth while. Altogether an excellent volume (though we could wish for a more attractive binding) which will be welcomed, not only by senior pupils in schools and colleges, but by the general public. P.M.G.

Geography.

THE AMERICAS: by R. E. Parry. (Sir Isaac Pitman and Sons. 3s. 6d.)

This is Volume II of a series of four that aims at giving a scientific study of human settlement. It resembles in many ways any good modern elementary text-book, and contains excellent maps and diagrams. The list of books for reference and further study that are given at the end of the volume is particularly useful.

AN ECONOMIC GEOGRAPHY OF EUROPE: by D. H. Smith. (Longmans, Green, 4s. 6d.)

The different parts of this book vary very much in their usefulness to students of intermediate standard, for whom the author has written. Out of 242 pages, 52 pages are given to a detailed treatment of Britain and 22 pages to France. Excluding 12 pages of introductory matter, there are left for the whole of the rest of Europe, 156 pages. This scanty treatment prevents the author from carrying out his intention of weaving together "the information supplied by the geologist, the meteorologist, and other specialists, into a connected whole which will throw some light on the relationship of man to his environment." So much matter in such small space throws, to speak kindly, at least a little gloom.

MODERN BUSINESS GEOGRAPHY: by Ellsworth Huntington and S. W. Cushing. (G. G. Harrap. 8s. 6d.)

The reader must not be deceived by the published price of this book into believing that it is a book for advanced students. The authors themselves claim that it is designed for the grades usually included in the junior high school and, as American children are about two years behind English children of the same age, this is really a book for juveniles. Having issued this warning, we shall advise teachers to add the book to the school and their own library. It treats the commercial geography of the world from the points of Primary Production, Transportation, Manufacturing and Consumption, and the authors' names are sufficient guarantee that the treatment is lively. There are scores of beautiful and useful pictures, stimulating problems, and a great deal of detail about America that it is useful to have, and often difficult to find.

COMMERCIAL GEOGRAPHY: by Alex. L. Curt. Edited by R. J. Finch. (A. and C. Black. 7s. 6d.)

Planned to cover syllabuses of about the standard of the first school examination. Revised and brought up to date. Useful for reference.

A GEOGRAPHY OF COMMON THINGS: by H. Clive Barnard. (A. and C. Black. 2s. 6d.)

This is really a short, simple encyclopædia of things we eat, drink, wear and use, together with a chapter on ports and trade routes. Might well be added to the form room library for reference purposes.

History.

A SCHOOL HISTORY OF SCIENCE: by J. A. Cochrane, B.Sc. (Edward Arnold and Co. Pp. 144. 2s. 6d.)

The history of a scientific subject is always of interest to those working on that subject, for it enables them to understand the type of problems that the earlier investigators had to undertake, and the methods that they adopted to bring their investigations to a successful conclusion. It is also true that a great deal of scientific history when presented in a simple form is of interest to boys who are just starting the subject at school, and Mr. Cochrane has produced a book which meets their requirements admirably. He has taken twenty-two of the "Old Masters" of Science, and has written their biographies in a most attractive manner; those who read the book cannot fail to gain an insight into the minds of some of the greatest men who have ever lived. The book is divided into three parts: first, the ancients, such as Euclid and Archimedes; then the physicists up to Newton, and lastly the chemists as far as Lavoisier. Of course the distinction between physics and chemistry was practically non-existent in those days, so the division is rather arbitrary, but it serves the purpose of the author, for in the list of chemists he traces the discoveries arising from investigations on combustion, concluding with the final overthrow of the Phlogiston theory by Lavoisier's work on oxygen. The author tells many interesting anecdotes of the private lives of some of the men, showing the eccentricity of genius, and two of these are well worth repeating here. Of Newton he writes: "He sometimes forgot to turn up for his meals, and, when reminded that he had not yet dined, he would look surprised, snatch a few bites, often standing while he did so, and hasten back to his studies. A friend once called to see him, and, learning that Newton was busy, he resolved to wait until he appeared for dinner, which was already on the table. After waiting for a considerable time he began to feel hungry, so he sat down and ate Newton's dinner. When at last the great man put in an appearance he greeted his friend and sat down to have dinner. On finding nothing but bones and scraps on the table, he remarked without showing any surprise that he had forgotten that he had already dined." The other story is also about eating, and concerns the recluse Henry Cavendish. "He seldom invited anyone to come to his house, and on the rare occasions when a guest was present, dinner invariably consisted of a leg of mutton. On one special occasion five friends were expected to dinner. His housekeeper plucked up courage to ask her eccentric master what he would like for dinner. 'A leg of mutton,' was the impatient reply. When she suggested that a leg of mutton would not be sufficient for six persons, he exclaimed, with irritation, 'Well, two legs of mutton!' Such matters were too trivial for him to worry about; all he wanted was to be left alone with his experiments, and any interruption caused him the greatest annoyance." Altogether it is a thoroughly interesting and enjoyable book. R.S.M.

THE SOCIAL AND POLITICAL IDEAS OF SOME OF THE GREAT THINKERS OF THE RENAISSANCE AND THE REFORMATION: edited by F. J. C. Hearnshaw, M.A., LL.D. (Harrap 7s. 6d.)

This is the third volume of a series of collected lectures given at the University of London. In this case, the contributors are the Editor, Dr. E. F. Jacob, Miss A. E. Levett, Dr. A. W. Reed, Prof. J. A. K. Thomson, Prof. J. W. Allen, and the Rev. W. R. Matthews.

In such collections, unity must be given either by the subject itself or by some community of view among the contributors. It follows that unity is, as a rule, incomplete. To that there is a definite reply: that unity is not desirable. Yet the most satisfying and successful of such attempts are certainly those where some note of unity sounds throughout. Such a note is not missing from this volume, but it is a sub-dominant note.

Nicolas of Cusa, Sir John Fortescue, Machiavelli, More, Erasmus, Luther and Calvin are the thinkers who are selected; and not everyone will be ready to say: "If seven, then these seven." But not only the high peaks represent the contour. When we turn to the question of treatment we find a chain of sentences, setting forth the manners of the writers, waiting to be collected.

"It is the fashion nowadays to deny the Renaissance, and to decry the Reformation" (Lecture I). "It is difficult for the average Englishman to think of, or even to remember, the Renaissance as a great landmark or watershed in our history" (III). "While he (Richard de Haldingham) was drawing his fantastic map (*i.e.*, that astounding piece of simple ignorance,

the Hereford map of the world), they (Aquinas and Dante) were expounding the principles of politics" (IV). It is in the essay, on Machiavelli, that we are led from the Hereford map, through the career of Machiavelli, and on to Cavour and Mussolini. The significance of the Matteotti murder is taken as a testing point, and the essay ends: "For human society is established on moral foundations, and righteousness must in the end prevail." The note is echoed in the last sentence of the volume: "We must obey God rather than men—a message not perhaps without value even in the politics of the day." But this is an echo that introduces a new and troublesome note. By what test shall we judge the width of truth in him who explains his actions by an obedience to God rather than to men? For there have been some curious claimants. We need a more definite test. For the present the general statement of the moral foundation of society gives us a more practical link between thought and action. R.J.

THE AXE AGE: by T. D. Kendrick, M.A. (of the British Museum). (Methuen. 6s. net.)

The sub-title of this monograph is "A Study in British Pre-History," but it is concerned with European as well as with British archaeology. Its thesis is that neolithic man was not so much a part of Stone Age culture as he was a "forerunner of the Metal Era." But a great deal of the book is a reply to the theory of the "single origin" of human civilization, as put forward by Professor Perry in "The Children of the Sun" and "The Growth of Civilization," and by Professor Elliot Smith in many papers read and printed. This theory, associated with the two writers mentioned, and with the late Dr. Rivers, is one of the boldest speculations ever put forward by any anthropologists or archaeologists. Should it establish itself, it will re-orient all our views of early culture. Briefly, it derives all the essentials of human culture from one source—Early Egypt.

"The Axe Age" is a denial of this theory, by the method of challenging the significance and the interpretation of the "Egyptian" case. The ordinary inexperienced citizen, who has not read "The Children of the Sun" or any of the allied literature will find "The Axe Age" convincing (though he may regret that there are not more axes). But, also, the same reader, sitting down, unprepared, to "The Children of the Sun" with its detail and its maps with red dots, will certainly find that convincing—and fascinatingly adventurous. And here, for the present, the theories and their supporters may be left in peace—to carry out their furious war. R.J.

Music.

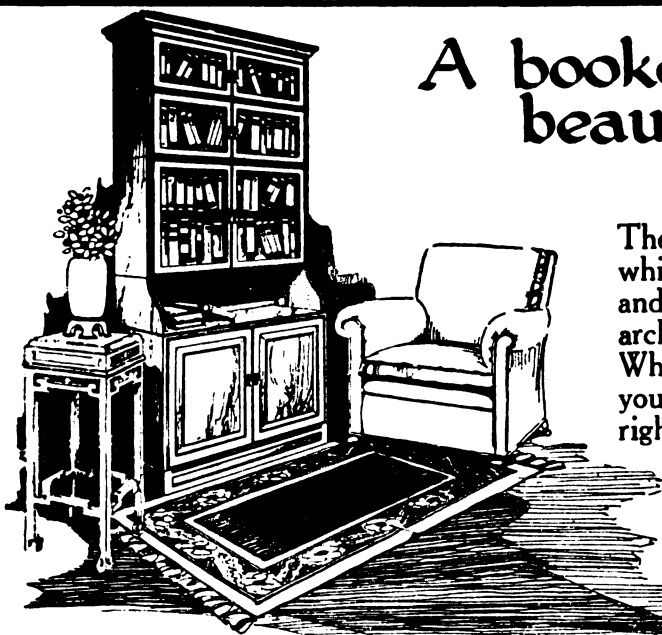
THE OXFORD CHORAL SONGS. (Oxford University Press, Amen House, London.)

Under the able editorship of Dr. W. G. Whittaker, this publishing firm continues to send out many new song leaflets suitable for schools, small choral societies, and competitive festival enthusiasts. Among the latest are the following:—Unison: "The Swing," by Percy Judd, a pleasing melody to the words of "R.L.S."; "Now Robin, Laugh and Sing," by Martin Peerson (1620), transcribed by Peter Warlock, a jolly and simple tune; "The Warrior Earl of Allendale," a setting in G minor by Roy Thompson; "The Fiddler of Dooney," by Robin Milford, a lively, singable tune, whose humour fits the words; "Where is the Land?" words by A. H. Clough, music by Gordon Slater, a rather difficult arrangement, and not very satisfying when sung; "Ho! the Trumpets," from the opera "Radamisto," by Handel, arranged by Dr. Whittaker, is an aria which gives delight to singer and listener alike. Another unison song, "When my Eyes," from the same opera, is easy to sing and a good example of Handel's vocal writing.

Of part-songs issued by the same firm, "Hear, O Thou Shepherd of Israel," by Samuel Wesley, arranged for two voices, is an easy anthem and well suited for boys' choirs; "Beauty Lately," a duet from "Alcina" (another opera of Handel's), arranged by the Editor, would do well for singers freshly introduced to part-song work, as it is melodious in both parts and fairly easy; "Cuckoo" and "Pretty Wantons, Sweetly Sing," Martin Peerson, arranged by Peter Warlock; "The Monarch's Daughter," by Percy Judd, and "Curfew," by Harold Clark, are all interesting without being extraordinary.

In "A Ballad to Queen Elizabeth of the Spanish Armada," we have a fine and sparkling song by Gordon Slater. The composer has caught the spirit of Austin Dobson's words, and the result is very rousing and effective. Boys especially would

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revel in singing this. It is unison throughout till the last section, when the second part enters, helping to bring the work to a fine close.

"O, Sweet fa's the Eve," a setting of Burns' poem to a Norwegian tune, arranged by E. J. Moeran, is a four-part song for male voices, dedicated to John Goss and the Cathedral Male Voice Quartet. The plaintive melody for the baritone is accompanied by the other voices with wordless sounds, and the effect of the lovely harmonies is very beautiful throughout.

A.G.

Citizenship.

SOCIAL PSYCHOLOGY: A TEXT-BOOK FOR STUDENTS OF ECONOMICS: by R. H. Thouless, Ph.D., M.A. (University Tutorial Press. 5s. 6d.)

This book has been written to cover the Psychology section of Sociology, in the B.Sc. (Econ.) examination for the University of London. The author hopes, however, that the book will be of value to "a wider circle." We think it a reasonable hope, and reasonably well-founded. Any kind of "applied psychology" is likely to be of doubtful value if the applications is made before a good grounding in psychology in itself has been made. Dr. Thouless seems to have appreciated this danger, and to have guarded against it. He makes sure of his general groundwork. He has, indeed, two chapters on the Psychology of Economic Value—very useful chapters, embodying summaries of views together with a general exposition. But they come near the end of the book. The bulk of the preceding 250 pages might appear in any general work on psychology; and this, we think, is the right relation.

There is a list of 189 works, referred to in the text, but placed at the end, which in itself forms quite a good modern bibliography on English (and some translated) works on the subject. They are not all of them works written as "psychological" in the ordinary sense, but they are quite rightly placed here. Thus, Tawney's "Acquisitive Society" and Perry's "Children of the Sun" appear. Dr. Thouless has not tried to "make the applications" of psychology to economics, and here we think he is wise. But he has his point of view, and has not made his book colourless by excessive caution.

R.J.

THE ECONOMICS OF SOCIAL PROBLEMS: An Introduction to Social Economics: by H. A. Silverman, B.A. (University Tutorial Press, Clive and Co. 5s. 6d. net.)

The author describes his treatment as being "as much descriptive as analytical, and, where a knowledge of the evolution of a particular movement or scheme is deemed necessary to a more complete understanding, a short historical account is introduced." This description is borne out by the text. It is a wide method, applied to a wide subject, for there are chapters on Poverty, Wages, Efficiency, Women's Work, Trade Unions, The Co-operative Movement, Unemployment, the Poor Law, Social Insurance, and Housing. As each of these has in itself been the subject of many volumes, the author has set himself a serious task of selection, condensation, and exposition. The result appears as a compact and useful volume, sufficiently readable and well stored with significant facts. There is an appendix of selections from official reports, and a good bibliography of a dozen pages, each book being tabulated and dated. The volume is not only dated 1925, but is written so as to embody material up to the time of its dating—which is not so common a coincidence as it might be.

R.J.

Handwork.

HANDCRAFT IN WOOD AND METAL: by Hooper and Shirley. (Batsford. 10s.)

The revised edition of this book is issued at an opportune time.

The emphasis in handwork is now, quite rationally, on the complete aspect of the craft. History, construction, decoration, manipulation, tools, materials, and principles are all of them essential parts for attention in the method which should be adopted in teaching any craft.

These all receive attention at the hands of the authors of this book, who are well qualified to deal with woodwork and metalwork in their widest meaning.

The title-page is a bit of the printers' craft which is a delight to look upon. The photographs of examples of work to be carried out or for illustration are admirably chosen.

The three-year course here set out is not quite happy in its development on the constructional side. We feel that a third-year boy who can carve and inlay well enough to carry out the designs on the finger-plates should be putting that work on to something which makes more demands on his powers of construction. Ability to build, to construct, and to decorate should be developed side by side. The authors seem to recognize this, for the piece of work which follows the finger-plate is a stationery case, a good constructional job, carrying delightful bits of carved strap work. The designs of, and decoration on, the examples given are really excellent and quite within the powers of boys.

It is a pity that the glove box, book stand, swing mirror, etc., should be termed "models."

Can we not get away from the word which associates itself so readily with a number? Call a spade a spade and a bookcase by its proper name. A boy will then understand that what he is making is a *real* thing, not a "model."

The page of lettering is very welcome. Too little attention is paid to this in the large majority of drawings made by boys in handicraft centres.

The diagrams of things to make are very clear and well presented.

The section on the evolution of tools is full of suggestion and most useful. It is not too complete, and the straight line of development is quickly drawn. The authors do not claim that the line is representative of direct evolution, which, owing to the absence of records, cannot be shown. There is plenty of suggestion as to the way in which this section may be further enlarged.

We are beginning to realize that the culture values of any of the old crafts are very real, and it is by a study of and the development of such historical evidence as is shown here that we shall be able to secure those values.

The section on buildings, tools, equipment, and materials will be very helpful to the student and young teacher.

Altogether an excellent book, a copy of which should be in every handicraft centre in the country. J.H.

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NEWS FROM THE PUBLISHERS.

It is remarkable that the greater part of the fine lettering seen nowadays, as the result of the recent revival of the subject, is founded on the Trajan Column. Some years ago the late Mr. G. Woolliscroft Rhead published a large-size reproduction, but the idea was before its time. Mr. Allen W. Saeby, the well-known artist, who is Professor of Fine Arts at University College, Reading, has cut a special series of wood blocks of a complete enlarged reproduction of the Alphabet: this is being issued by Messrs. B. T. Batsford, under the title of "The Roman Alphabet and its Derivatives," with some examples of Historic and Modern Scripts.

Messrs. Blackie and Son's list of Story Books and other Books contains a delightful selection of Gift Books which will delight boys and girls of all ages.

Under the title of the "Cambridge History of the British Empire," the Syndics of the Cambridge University Press have undertaken to publish a comprehensive history of the British Empire Overseas from its origins in the sixteenth century down to the end of the late war. The work, which will appear in six volumes, will be under the editorship of Professor J. Holland Rose, Professor A. P. Newton, and Mr. E. A. Benians, and in its construction will follow the co-operative plan adopted in the "Cambridge Modern History" and in the other more recent Cambridge Histories. Accordingly, the editors hope to secure the co-operation, as editorial advisers, of an historian in each of the Dominions, and the co-operation, as contributors, of scholars in Great Britain, the Dominions and the United States. Volumes I-III will be devoted to the history of British expansion, Volume IV to Canada and Newfoundland, Volume V to Australia and New Zealand, Volume VI to South Africa. It is hoped that the first volume will be published in 1927 and one or more volumes in each succeeding year.

Messrs. Longmans, Green and Co. announce that they have in the press "Episodes in the History of England," by Professor A. J. Ireland. The episodes selected present in narrative form the incidents which have helped to mould the history of England from the first of Julius Cæsar in the year 55 B.C. to the battle of Senlac in the year A.D. 1066, while the stage is prepared for these momentous events by a narrative introduction entitled "Birth of Britain," in which the legendary period is briefly reviewed. While adhering strictly to historic truth, the author has endeavoured to create a living picture of the past, and to bring into relief the outstanding personalities in the moving drama of life from which these scenes are drawn.

Science students will welcome an edition in English of Professor Felix Auerbach's "Modern Magnetics." This important work has been translated by Mr. H. C. Booth, of the National Physical Laboratory, Teddington, and the English version has just been published by Messrs. Methuen.

"The Oxford Book of English Prose," chosen and edited by Sir Arthur Quiller-Couch, was published by the Oxford Press on November 25th, exactly a quarter of a century after the appearance of "The Oxford Book of English Verse." It contains quotations from nearly 300 different authors, including, of course, some Americans, and also seventeen women. Mr. Hardy is the oldest and Mr. Compton Mackenzie the youngest of the 36 living authors whose work is quoted, the collection ending with those who had already solidified their position by 1914.

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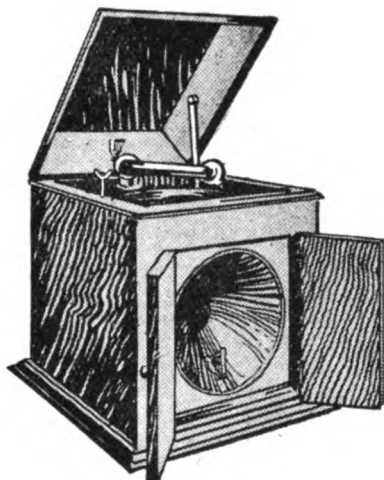
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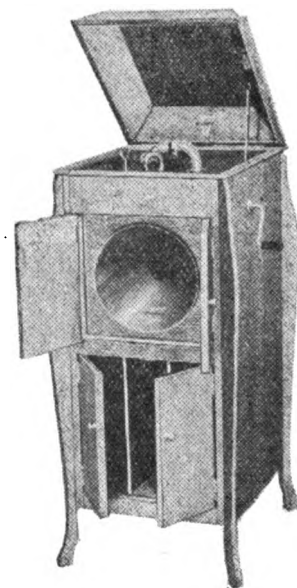
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THIRTY-SIXTH ANNUAL CONFERENCE
NORTH BRITISH STATION HOTEL, EDINBURGH.

THE Thirty-Sixth Annual Conference of the Society will be held at the North British Station Hotel, Edinburgh, beginning on Monday, the 4th January, and ending on Saturday, 9th January, 1926.

PROGRAMME.

MONDAY, 4th JANUARY, 1926.

- 8-30 p.m. Reception by the PRESIDENT and GENERAL COUNCIL OF THE SOCIETY.
9 p.m. Recital : " Songs of the Hebrides," by MRS. KENNEDY-FRASER.
9-30 p.m. Light refreshments provided by the Edinburgh section.

TUESDAY, 5th JANUARY, 1926.

- 11 a.m. Opening Meeting. (Academic Dress).
The Conference will be opened by the RT. HON. THE LORD PROVOST OF EDINBURGH (Sir William Lowrie Sleight).
Chairman : PROFESSOR DONALD F. TOVEY.
Address : SIR WALFORD DAVIES, D.Mus.
Subject : " THE PERFECT FOURTH FROM HUCBALD TO HOLST."
2 p.m. Conducted Tours : the " Royal Mile," visiting the Castle, St. Giles Cathedral, John Knox's House, Holyrood Palace, and/or McEwen Hall, University Buildings, Usher Hall, St. Mary's Cathedral, etc.
2-30 p.m. Meeting of the General Council.
8-30 p.m. Lecture by HOPE BAGENAL, Esq., A.R.I.B.A.
Subject : " THE INFLUENCE OF BUILDINGS ON MUSICAL TONE," illustrated by lantern slides.

WEDNESDAY, 6th JANUARY, 1926.

- 10 a.m. Annual General Meeting.
Chairman : PROFESSOR DONALD F. TOVEY.

- 2 p.m. Conducted Tours : Forth Bridge, Linlithgow Palace, etc., and/or Roslin Chapel, Swanston (home of R. L. Stevenson), etc.
8-30 p.m. Civic Reception in the City Chambers by the LORD PROVOST, MAGISTRATES, and TOWN COUNCIL OF EDINBURGH.

THURSDAY, 7th JANUARY, 1926.

- 10-30 a.m. Address by SIR THEODORE MORISON.
Subject : " MUSIC AND PAINTING UNDER THE MOGULS - AN APPRECIATION OF THE CULTURE OF THE COURT OF DELHI UNDER THE GREAT MOGUL, *i.e.*, IN INDIA IN THE SEVENTEENTH CENTURY," illustrated by lantern slides.
2 p.m. Masonic Meeting.
2 p.m. Visits to places of interest in the town. Golf.
8-30 p.m. Lecture by JAS. LYON, Esq., D.Mus.
Subject : " A MUSICAL TOUR THROUGH CANADA," illustrated by lantern slides.
The paper will deal with the Competition Festivals at Toronto, Winnipeg, Calgary, Regina, Lettbridge, N. Battleford, and Vancouver. Views of interest will be shown from Quebec to Victoria, B.C.
9-30 p.m. Highland Dancing by Victoria School Boys.

FRIDAY, 8th JANUARY, 1926.

- 10-30 a.m. Lecture-Recital by PROFESSOR DONALD F. TOVEY.
2 p.m. Conducted Tours.
8-30 p.m. Concert of Scottish Music.

Applications for invitations or further information to be sent to the GENERAL SECRETARY,
19, BERNERS STREET, LONDON, W.1.

NEWS OF VACANT POSTS.

HEADS.

MIDDLESBROUGH.

Wanted, Certified HEAD MISTRESS for St. Hilda's C.E. Girls' School. Average attendance 212 (Grade III). Salary will be payable in accordance with the Burnham Award (Scale III). Application forms may be had from the DIRECTOR OF EDUCATION, Education Offices, Middlesbrough, on receipt of a stamped addressed foolscap envelope, and these should be returned to the Rev. Canon Lawson, M.A., The Vicarage, Borough Road, Middlesbrough, not later than Friday, 4th December, 1925.

NEWCASTLE-ON-TYNE.

Applications are invited for the post of PRINCIPAL of the RUTHERFORD TECHNICAL COLLEGE. Candidates must be graduates of a British University, and must have had suitable technical school experience. Commencing salary £800 per annum, rising by annual increments of £25 to a maximum salary of £1,000 per annum. The gentleman appointed will be required to take up duties between the 1st May and 31st July, 1926. Form of application, to be obtained by forwarding stamped addressed foolscap envelope, should be returned to the DIRECTOR OF EDUCATION, Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than December 12th, 1925.

Applications are invited for the post of HEAD MASTER of the RUTHERFORD SECONDARY BOYS' SCHOOL. Candidates must be graduates of a British University and must have had suitable secondary school experience. Commencing salary £800 per annum, rising by annual increments of £25 to a maximum salary of £1,000 per annum. The gentleman appointed will be required to take up duties after the Easter Vacation, 1926. Form of application, to be obtained by forwarding stamped addressed foolscap envelope, should be returned to the DIRECTOR OF EDUCATION, Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than December 12th, 1925.

ADMINISTRATION.

LANCASHIRE.

The Lancashire Education Committee require the services of a male ORGANIZER in the Elementary Education Department. Applicants should have had teaching experience and should possess a knowledge of the organization of Public Elementary Schools. Salary £500-£25-£600 (no bonus). Forms of application and further details can be obtained from the DIRECTOR OF EDUCATION, County Offices, Preston, to whom applications should be submitted not later than December 8th.

LONDON.

The London County Council invites applications for the position of ASSISTANT INSPECTOR OF SPECIAL SCHOOLS IN THE EDUCATION OFFICER'S DEPARTMENT. Salary £300 a year, rising by annual increments of £25 to a maximum of £500 a year, and a temporary addition, making the probable total commencing salary at the time of appointment £432. Duties: To take part in the inspection of special schools and to carry out such other duties as may be necessary. In the case of male candidates preference to those who served or attempted to serve with H.M. Forces. Married women ineligible except in special circumstances. Apply to the EDUCATION OFFICER (C.1), The County Hall, Westminster Bridge, S.E.1 (stamped addressed foolscap envelope necessary) for form of application, to be returned not later than 14th December, 1925. Canvassing disqualifies.

NEWCASTLE-ON-TYNE.

Wanted, a FIRST-CLASS CLERK (Salary Scale, £210-£10-£300 per annum), and a SECOND-CLASS CLERK (Salary, £100-£20-200 per annum). Preference given to candidates with either degree or intermediate degree examination. Applications should be sent to the DIRECTOR OF EDUCATION, at the Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than 5th December, 1925. Form of application supplied on receipt of stamped addressed foolscap envelope.

SUBJECT TEACHERS.

BOLTON.

Required in January, 1926, for the MUNICIPAL SECONDARY SCHOOL, a full-time GYMNASIACS and GAMES MISTRESS, college trained, with knowledge of folk dancing, to take charge of the Physical Training of the Girls. Secondary school experience advisable. State subsidiary subject (if any). Burnham Scale. Application forms, which should be returned not later than December 2nd, may be had from the DIRECTOR OF EDUCATION, Education Offices, Nelson Square, Bolton, on receipt of a stamped addressed envelope.

CREWE.

Applications are invited for the POST OF INSTRUCTRESS in PHYSICAL TRAINING and in the teaching of Physical Training in the COUNTY TRAINING COLLEGE FOR TEACHERS, to commence

duties in January next. Candidates must have had a period of training extending over at least two years in one of the Physical Training Colleges whose courses are approved by the Board of Education. As this is a full-time appointment, special consideration will be given to candidates who are able to assist in another college subject. The appointment is subject to the approval of the Board of Education. Salary (non-resident) according to Burnham Scale for Secondary School Teachers. Applications to reach the DIRECTOR OF EDUCATION, County Education Offices, City Road, Chester, by December 2nd, 1925.

DEVONPORT.

Applications are invited for the post of MISTRESS to teach NEEDLEWORK AND COOKERY at the SECONDARY SCHOOL FOR GIRLS. Training and experience essential. Salary according to the New Burnham Scale for Non-Graduate Assistants. Application forms, obtainable from THE SECRETARY FOR EDUCATION, Education Offices, Plymouth, must be received not later than 4th December.

FORM TEACHERS.

BRADFORD.

Wanted, for present and prospective vacancies (1) TRAINED AND CERTIFICATED MASTERS in Boys and Mixed Departments (Provided and Non-Provided Schools); (2) TRAINED AND CERTIFICATED ASSISTANT MISTRESSES in Infants' Departments. Salary according to Burnham Scale III. Forms of application may be obtained from the DIRECTOR OF EDUCATION, Education Office, Town Hall, Bradford, to whom they should be returned not later than 5th December, 1925.

BURNLEY.

Applications are invited for the position of FORM MASTER in the GRAMMAR SCHOOL FOR BOYS, to take work in the lower forms. Applicants, who should preferably have had some experience, should be capable of taking general form work, with a bias towards history. Ability to take class singing and physical exercises will be an additional recommendation. The successful candidate will be expected to take part in games or other social activities. Salary in accordance with the Burnham Award for Teachers in Secondary Schools (Provincial). Duties to commence as from 1st January, 1926. Form of application will be forwarded on receipt of a stamped addressed envelope. Applications should be returned as soon as possible to the Director of Education, Education Office, Burnley.

CROYDON.

Applications are invited for the POST OF ASSISTANT MASTER at the JOHN RUSKIN CENTRAL SCHOOL FOR BOYS to take History up to Senior Oxford standard and Mathematics in the Upper Forms. Readiness to take part in the organization of sports is essential. Applicants should possess a Degree or its equivalent, and must be recognized as Certificated Teachers. Form of application and Scale of Salaries may be obtained from JAMES SMYTH, Education Office, Croydon, on receipt of a stamped, addressed foolscap envelope. Applications should be submitted not later than 2nd December, 1925.

DUNDEE.

The Dundee Education Authority invite applications for the posts of ASSISTANT TEACHER (Men) for HARRIS ACADEMY and TEACHER (Women) of ART for ST. JOSEPH'S R.C. CONVENT SECONDARY SCHOOL. (See Advertisement under "Post Vacant," page 426.)

NEWCASTLE-ON-TYNE.

Wanted, ASSISTANT MISTRESS for Bolam Street Special School for Mentally Defective children. Applicants should be able to teach handwork and music, in addition to the usual school subjects. Previous experience in Special School work a recommendation. Salary according to new Burnham Award (Scale III). Applications should be sent to the DIRECTOR OF EDUCATION, at the Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than 8th December, 1925. Form of application supplied on receipt of stamped addressed foolscap envelope.

Wanted: (a) A number of CERTIFICATED ASSISTANTS, Men and Women, for Senior, Junior and Infants' Departments of Council Schools; (b) ONE CERTIFICATED ASSISTANT MISTRESS for the St. Andrew's C.E. Senior School; (c) ONE CERTIFICATED ASSISTANT MISTRESS for the Christ Church C.E. Senior School; (d) ONE CERTIFICATED ASSISTANT MASTER for the St. Lawrence's R.C. Boys' School. Salary according to new Burnham Award (Scale III). Applications should be sent to the DIRECTOR OF EDUCATION, at the Education Office, Northumberland Road, Newcastle-upon-Tyne, not later than 8th December, 1925. Form of application supplied on receipt of stamped addressed foolscap envelope.

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