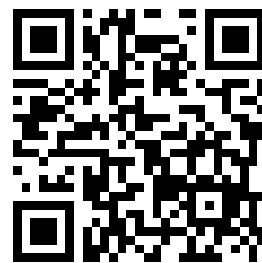
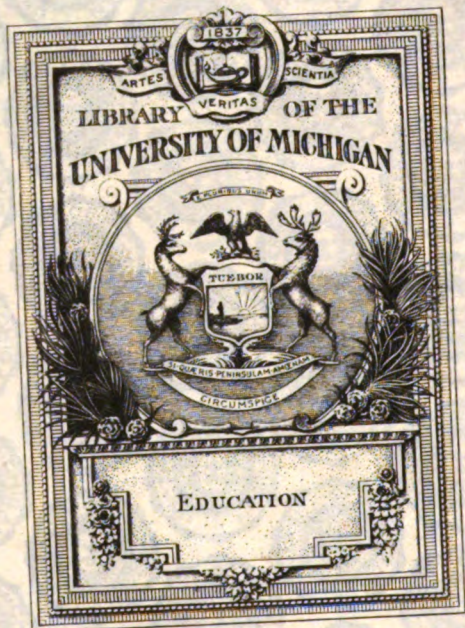

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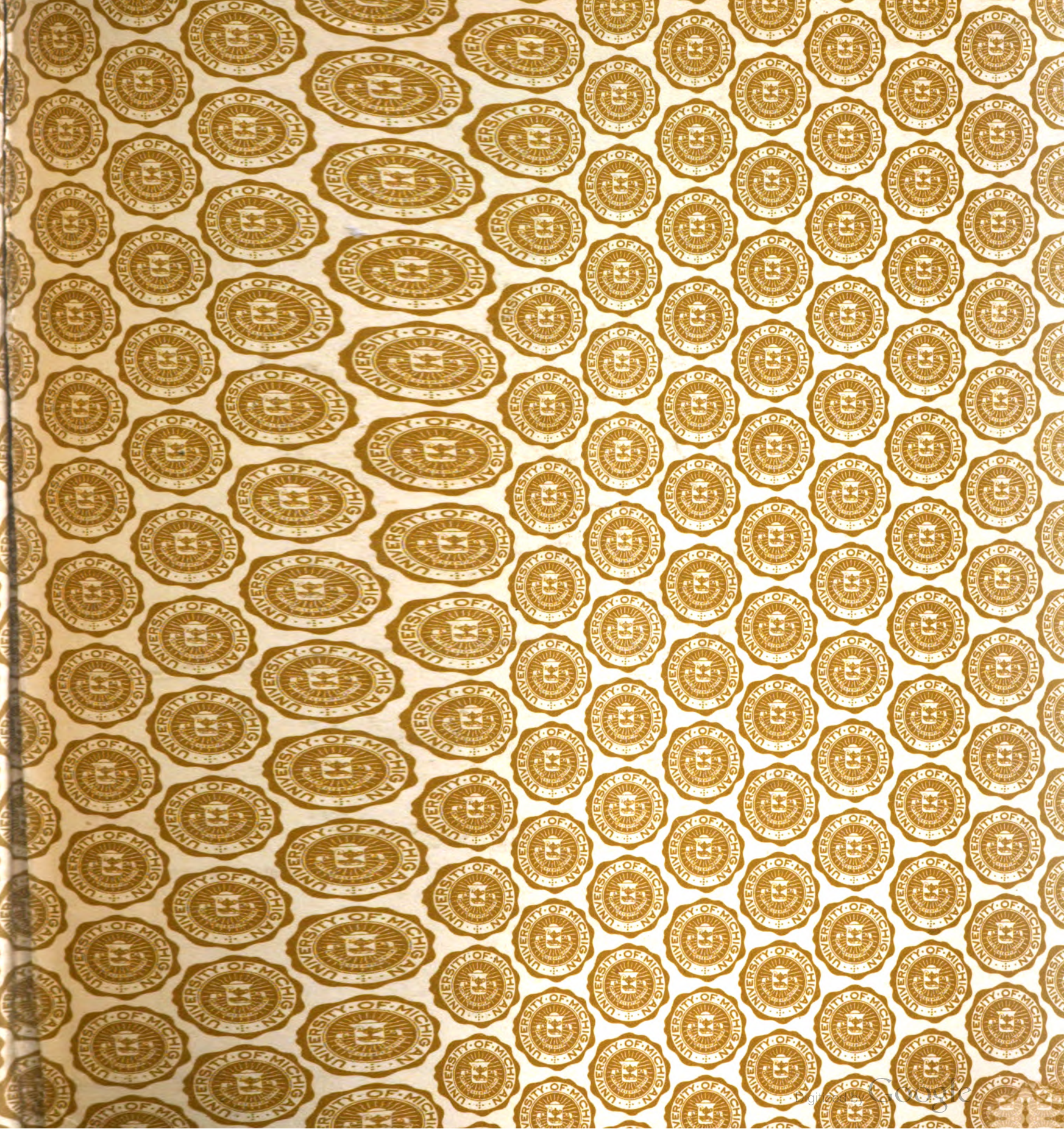
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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES



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NINEPENCE NET

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The Editor is prepared to consider essays, sketches, or verse, provided that they are informing in substance but not ponderous in style. General articles of a cheerful character will be considered, and accounts of experiments in teaching or attempts to test methods, new or old, will receive special attention. Articles should be in typescript or clear handwriting. In length they may be one column (480 words) or a multiple thereof, according to the importance of the topic. The number of words, with the name and address of the writer, must appear at the head of the first sheet. The Editor expressly disclaims any responsibility for the safety of articles submitted without invitation, and those which are not accepted will be returned only when a stamped addressed envelope is enclosed for the purpose.

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THE EDUCATION & OUTLOOK

AND EDUCATIONAL TIMES

JANUARY, 1929.

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.

Science versus Classics.

Speaking at the Ramsay Dinner Dr. Herbert Levinstein, who presided, declared roundly that there is as much culture and more useful knowledge to be derived from the study of science as from the humanities. This is a proposition which has been advanced in school debating societies and the junior common rooms of colleges for years past. It was supported by another Herbert, as readers of Spencer's work on education will remember, and proclaimed in vigorous speech and prose by Thomas Henry Huxley. Yet of late there have been complaints from eminent men of science to the effect that work in their field tends to be too narrowly specialised, that students cannot see the wood for the trees, and that the laboratory is fatal to philosophy. An over-strenuous regard for grammatical subtleties may kill the spirit of classical studies and in the same manner a scientist may lose science in seeking facts.

Principles and Universals.

Professor J. A. Smith, the well known Oxford philosopher, reminds us that education is not concerned ultimately with experiment or description or craftsman's skill, but with principles and universals. This calls for a training in reflection—the processes of logical thinking. He holds that science cannot give this training, and deploras the falling-off in the number of those who read "Greats" at Oxford. Experience has shown that the Greats course of philosophy, history, and classics does afford an excellent training in methods of intellectual approach. It may be that other subjects or combinations of subjects, if studied in the same way, would have similar results. The difficulty is that other subjects have an immediate utility which is sometimes pursued at the expense of the wider and more enduring purpose of intellectual training. Hastening to learn facts and to gain facilities which are of value in the mart, the student may not pause sufficiently often to acquire a sense of method or style in his thinking.

Technical Training and Culture.

Lord Eustace Percy is making a valiant effort to link up technical training with opportunities for gaining culture in the sense desired by Professor J. A. Smith. The Preface to Pamphlet 64 is an admirable statement, and it is to be hoped that it will have the result of broadening the aims of our technological institutions. Especially is this to be desired in the junior stages of technical training. Hitherto the element of wider learning has been sought by introducing into the curriculum such subjects as English. Apparently it has been thought that the arid field of workshop practice might be beneficially watered by streams from England's Helicon. It has not been sufficiently realised that English literature, coming in thus, was regarded as a tiresome interruption to the real business. Our task is to reconsider the material of technical instruction and to recast our methods so as to turn the material into matter for cultural training.

A Ministry for Children.

It is significant that the President of the Board of Education is appointed by the Prime Minister to answer questions in Parliament concerning the Relief Fund for the distressed mining areas. It is seldom remembered that the Board are no longer concerned merely with the machinery for providing "efficient elementary instruction." The system of compulsory education has brought about a gradual and inevitable extension of the Board's responsibilities as the corollaries of compulsion have come to be recognised. Thus it is cruel to force children to school when they are ill-fed, ill-clad, physically disabled, or mentally unfit. These contingencies do happen, and therefore we are increasingly ready to provide school meals, medical care, and special schools for the mental or physical weaklings. There is some present overlapping, and it may be that in some future development of our machinery of government we may have a Ministry of Children and Young Persons, charged to supervise everything that concerns the welfare of children.

Psychology in U.S.A.

A writer in *The American Mercury* declares that the psychologists in U.S.A. are becoming the victims of a demand for popular psychologies—of business, of personality, and the like. An undergraduate at Yale, we are told, in mapping out his year's work, can choose between the psychology of advertising and the psychology of business methods. "Hundreds of busy workers in Columbia are intent upon learning which side of a magazine page is worth more to an advertiser." If the graduate students of a university can be put to work to discover the kind of desk which kindergarten children prefer, some company which manufactures desks may be induced to hand over a nice sum to the university which does the discovering. There are still some laboratories which carry out experimental work in a detached and scientific spirit, but we are told that the popularisation of psychology and the growing neglect of serious investigation are giving rise to a "mooniness" which passes for psychology and brings the study into ill-repute. In this country we have so far shown little general inclination to treat psychology seriously, and our investigators are left to pursue their inquiries in peace, although we have a few windy exponents of pseudo-psychology who offer us pep and personality by post.

Examinations.

One of the main debates in the January Conference of Educational Associations is concerned with examinations. No more urgent theme could be chosen, but it is hardly to be hoped that the matter will be settled by debate. What is needed is a careful inquiry such as might be carried out by the Consultative Committee. A joint body of teachers and local authority representatives has been engaged for some time in considering the question of uniform examinations in elementary schools, but this is only one aspect of the problem. We ought to discover the most suitable kind of test for each stage of education and to know precisely the part—if any—which should be assigned to internal and external tests respectively. Also we should be able to distinguish between the requirements of a university or professional entrance examination and those which are appropriate as marking the end of a secondary school course. The place of "intelligence tests" should be more closely determined and also the part to be taken by "essay answers." It seems to be abundantly clear that there is widespread dissatisfaction with our present method of examination, but before condemning all examinations we should try to ascertain whether an improved technique will not make them not only more tolerable but also more useful. Opinions for and against are of little help.

The Towers Case.

Our N.U.T. Correspondent refers to the case of Mr. John Towers, the Durham teacher who was deprived of his Government certificate during the miners' strike. This penalty is a heavy one, involving as it does the exclusion of Mr. Towers from all grant-aided schools and thus depriving him of his means of livelihood. It will be recalled that he was thus punished because of an error of judgment which led him to confuse his power as a head master with his duties as honorary secretary of a canteen committee. But errors of judgment are not unknown even among Cabinet Ministers, and it would be a graceful act on the part of the President of the Board if he were now to order the restoration of recognition to Mr. Towers. Apparently there is no means of appealing by process of law against the decisions of the Board on such matters, and this makes it the more important that the Board's power should be so exercised as to win general support. The Towers case is one of the very few instances in which their decision has been questioned, and it is worth noting that the National Union of Teachers have been so fully convinced of the hardship involved that they have granted sustentation to Mr. Towers, but only after most careful inquiry into the charges made against him.

Concerning Ourselves.

With this issue of the EDUCATION OUTLOOK begins our eighty-first volume. To provide the necessary space for new features the magazine has been enlarged in bulk, and there is a small increase in the cost of each number. This, we hope, will not deter our friends from continuing their valued support. Our enterprise is not carried on for private profit, as the official phrase goes, but for the purpose of furnishing a link between all teachers who take what may be termed a professional view of their work. We do not seek the largest circulation or the limelight of a best seller, preferring to have a company of regular readers, such as welcome a stimulus rather than substitutes for thought. Neither do we seek to be pontifical. For that way lies dullness, and dullness is a heavy price to pay for mere decorum. Our pages will continue to exhibit occasional indiscretions and a variety of content so that every number will provide material for adverse criticism such as we welcome. An example was furnished by a reader who wrote to tell us that a certain article ought not to have been printed in any educational magazine. We welcomed this evidence that somebody's complacency had been shocked and perhaps even dented. Pedagogues do not look well on pedestals nor can they work well in grooves, and our appeal is to those who are neither on monuments nor in graves.

AT THE HIGH TABLE.

[Under this heading we shall print, from to time, articles by eminent men and women concerning different aspects of education. The opening article is from the pen of Sir John Adams, formerly Professor of Education in the University of London, who has been lecturing in the University of California for some years and is well qualified to write of American student life.—EDITOR.]

I. The University Student in America.

BY SIR JOHN ADAMS.

Perhaps the most striking, though not the most important, characteristic of the American student as compared with our own is his good behaviour at public university functions. Probably this will surprise British readers. We have been brought up in the belief that American youth is boisterous and ebullient in contrast with our own. Yet any observant person who attends two or three graduation ceremonies at British universities and the same number of "Commencements" in the United States will be impressed by the quiet listening of the American students.

For this there is a reason. Americans sometimes complacently remark that their nation has a genius for organisation, and fair-minded outsiders have to concede the point. So strong are Americans in this that they sometimes appear to organise unwittingly. This seems to have happened with their Commencement noises, and the "Yell System" has organised these noises into harmless channels. When the Faculty procession enters the auditorium it finds the students already worked out. They have been singing and caterwauling much as our own young folk would, only the output of energy has been greater because there has been no breathing space. Between our songs there is an interval for individual enterprise, during which many of the youngsters have time to recuperate. But under the inflammatory influence of yell-leaders there is no respite. When the procession appears there is renewed excitement; the yell-leaders become frantic, and while the Faculty leisurely take their appointed places on the platform the throats of the students reach a crisis, and when the President rises the students sink gracefully back in their seats and inwardly thank God that they are to have a rest. So the Orator gets a chance to be heard.

Less picturesque is the contrast between the school preparation of students on the two sides of the Atlantic. Many universities in America, particularly in the East, demand that their entrants shall pass an examination of a joint Board, but there is another system by which students from certain "accredited" schools are admitted to the university on the recommendation of the head master. These schools have to satisfy inspectors, appointed for that purpose by the university, that their courses are suitable, and that the standard of attainment

of their leaving pupils is sufficiently high. A further check on the value of this school training is found in the record kept at the university of the way in which the students from the "accredited" schools acquit themselves during their university course. If the pupils from any school show a falling off, the school is warned, and if improvement does not follow the school is removed from the list. Speaking generally the schools respond well to the trust reposed in them, but the head masters have sometimes a good deal of difficulty with the parents whose youngsters are not recommended to the university.

One of the most striking differences between the student body on the two sides of the Atlantic is the number of self-supporting men and women in the American universities. In some of the universities more than half the students are working their way. In this matter there is a change of opinion coming about among the professors. Until lately they were rather in favour of the plan, and pointed out the advantages in the way of self-reliance and earnest auto-education. But now they are emphasising the impossibility of getting the best on the cultural side from a course in which the students work under a heavy handicap. Students and parents do not share this change of view, and are eager to continue the present plan, using the "slogan" (the Americans are fond of this term) "Better half a loaf than no bread."

What may be called the balance of interests is at present giving concern to the university authorities in America. There is a growing fear that "campus activities" are absorbing an undue share of the students' attention. This is not a matter merely of games, though the prevailing impression in university faculties is that these are overstressed. All manner of clubs and associations are formed, each demanding and receiving a good deal of attention. The existence of fraternities and sororities intensifies the difficulties of keeping the claims of the social side within due bounds. It is quite clear that the Faculties are uneasy about the demands made upon the students' time by these institutions, which are now generally regarded as peculiarly American, though they were anticipated centuries ago in the rough-and-ready organisation of the medieval universities.

On the vocational side the characteristic of the American university students is the fluidity of their plans for their life work. It is far from common for the American student to have definitely made up his mind before he enters the university what he is going to be. The general view is that there is plenty of time to make up one's mind on that subject, and that a year or two spent in general study—keeping one's eyes open all the while, of course—puts one in a better position to make a good choice. Naturally the state of the "labour market" encourages the students to adopt this easy-going plan. For in America the term labour is gradually expanding its borders and is moving upward (or downward, if your views tend that way) to include the white-collar groups; and since there is still a great demand for labour of all sorts in America the students can, in the meantime, afford to be deliberate in their choice.

A difference that rather startles a Briton on getting into the heart of American university life is the large number of married students. In a British university a professor does not think of asking a prospective woman student "Miss or Mrs.?" But in America the question is often necessary. More than that, the professor must be prepared to find married couples working together in the university. In some cases there is serious thought of establishing at least one hostel on the campus for married students. The students' argument is that since courtship necessarily involves serious mental disturbance, to the hurt of their studies, it is reasonable to cut the knot by joining it, and turn distraction into co-operation.

More Commonwealth Fund Fellowships.

The Committee of Award of the Commonwealth Fund Fellowship are now prepared to receive applications for the Fellowships to be awarded in 1929. The scheme has been so successful that the number has been increased from twenty to thirty. The Fellowships are tenable at approved American Universities for two years, and are open to women as well as men. In addition to these ordinary Fellowships five are to be awarded this year to graduates of Dominion Universities, and three others to persons of British descent holding appointments under the British Government or the Government of India, a British Dominion, Colony, Protectorate, or Mandated Territory. Any information may be obtained from the Secretary to the Committee, 50 Russell Square, W.C.1.

From Islington to Birmingham.

Mr. T. E. England, Head Master of Owen's School, Islington, has been appointed Head Master of King Edward's School, Birmingham. He will take up his duties next Easter.

THUS SPAKE THE DIEHARD.

By ALWYNE SILBY.

The most ardent apostle of change is the reformed conservative. Before the "NEW" era, the slightest change in educational practice was regarded with suspicion; now, it is professionally dangerous to suggest that the teaching of the past had its good points. Here and there may be found teachers who find it rather difficult to believe that only to this generation has the truth been given. Some have even expressed their disgraceful doubts, but the majority, with the sense of self-preservation which is particularly strong in teachers, lie low and say nothing. They silently watch inefficient persons using some fantastic fad to hide incompetence, and even to make a virtue of it. The unspoken beliefs and hidden ideals of this silent body are apt to be overlooked by the enthusiast. He believes that the written word expresses prevalent opinion. This is not usually true; it is the faddist, the one-idea man who breaks into print. He has an obsession, and, failing to understand why everyone else is not similarly infected, writes an elaborate treatise to bring about that desirable result, extending one small—possibly useful—idea to make it the be-all and the end-all of a complete new system of education. The important thing to realise is that the great body of standard opinion is almost unexpressed, because few would buy a book dealing in a common-sense way with matters that everyone is supposed to know.

It is natural that most educational theories, fantastic or reasonable, are put forward in beguiling guise; they are the carefully fostered fruits of a mind that has bred and nurtured them at the expense of almost everything else. They are buttressed by experimental proof—aye, there's the rub. Pages of statistics look so comfortingly exact that the uncritical accept them as positive proof. The truth is, that lying by statistics is the easiest form of that art. Figures, in the hand of a fanatic, will prove anything. It is just a matter of bias; and however fair and honest a man may believe himself to be, his subconscious self keeps a thumb on one side of the scales. Even if a robot took charge of the figures, the evidence would still be unreliable when applied to psychological experiment, for soul action is affected by a hundred factors which cannot be brought to a decimal.

It is true that only by change may we progress; only from mistakes may we learn the truth, but the danger is that, having been laughed out of our conservative attitude, we may seize too eagerly ideas that are new and strange; that we may mistake mere departure from convention for progress.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

[The following is the first of a series of articles written by Dr. Robert Jones, Head Master of the Monnow School, London, a school in which creative work of many kinds is practised with great success.—EDITOR.]

I. Increasing Our Inheritance.

The history of Educational Theory is marked by dead stones that once were parts of a living but false and incomplete psychology. The history of the art of teaching is marked by little heaps of ash, where once burned fires of enthusiasm, later to be called whims and fads, stunts and egoisms. It is with these two facts set before him that anyone should begin to write of whatever is experimental in educational theory or practice.

It befits one who has come to have some belief in the value of creative work in education to set out first its proportions or its limitations. It is by the limits of a theory or a method that we may define it.

Broadly, human education is a method of handing over to the future the earnings of the past. It is an instrument of social heritage, the chief means of human progress. The average man and woman, as far as our knowledge goes, are no cleverer than our ancestors were when Stonehenge was building. Yet there has been immense progress. Meanwhile the rabbits and the badgers of the woodlands near Stonehenge are but as the badgers and rabbits of the Bronze Age, when the circle was set up. It is to his power of handing on the fruits of past endeavour that man owes his "progress"; and the school is one of the instruments by which this is done. I will use an illustration that I have already used elsewhere. To multiply 19 and 29 is not beyond a child of nine or ten years old, but to multiply XIX and XXIX, to a well educated European adult, before the "Arabic" notation was introduced, was no light matter. How should we now do it, using Roman numerals only? As it is we do it easily, being heirs of the past.

This preservative and repetitive work is and must remain as the social, human task of education. This must be done, not necessarily before creative work is attempted; not "before" in point of time, but in rank of necessity. It follows that the limit is set to creative work in education by the need for securing what has already been created, discovered, invented, hammered out, blundered upon—all the stores of the ages. To static minds this is enough, and anything beyond is mere leather and prunella.

Modern ideas are commonly found to have been foreshadowed in the past, often many times. The ancients, as the old farmer said, stole all our best ideas. This particular idea of creative work in education, however, we need only trace in two steps. There is what we may call (not quite correctly) the

nineteenth-century view and the twentieth-century view. The nineteenth-century view of education scarcely admitted the idea of creative work in any but a broad sense to be indicated later. On the whole it would be fairly stated thus: the school will hand on knowledge and give practice. As for creative work, it is rare and mysterious. It arises of itself and is beyond control or direction or encouragement. In each century there are born a few of those queer creatures called geniuses. These—and there are very few of them—do the world's creative work. Most of them have rather a bad time. They never become mayors or accumulate money. Sensible folk do not understand them, and they are best left alone. A craftsman, an artisan, may be trained, but not an artist or a genius. He is born, and that is all there is to say.

The twentieth-century view is very well expressed in this passage:—

"The power to produce beauty is not a gift grudgingly given by the gods to a mere sprinkling of fortunate beings, but an ability which, though varying in strength like other abilities from individual to individual, is yet as universal as the power to learn arithmetic" (Professor T. Percy Nunn's "Education, its Data and First Principles").

Here is a totally different conception of creative work and creative power. If one likes to put it so, here is the conception of evolution wedded to that of relativity and applied to the long chain of human activities that stretch from the simplest imitative action to the creation of a Mona Lisa or a Hamlet. If this be the true conception of talent, art, and genius, if the poet and artist are born and made, then the scope of education is immensely widened. In this view the school will continue its great share in the work of handing on the store of the human past to the generation that is to be its heir. In addition it will take its share in fostering the power of adding to the store by new creative efforts.

English.

"Visual Literature Series." Edited by Agnes Nightingale. (1) THE LADY OF SHALOTT; (2) THE PASSING OF ARTHUR. (1s. each. Black.)

The chief feature in this series is the illustration of the poems by full-page black and white pictures, with suggestions for the colouring of them by the children. These books will undoubtedly prove attractive to children, and should help them to see pictures as they read or listen to poetry.

AN ENGLISH ROOM.

By R. H. STURMAN, M.A. Oxon.

[Following the final sentence of the following article we offer a prize of TEN SHILLINGS for the best set of suggestions to supplement those set forth below. Entries should reach the office of the EDUCATION OUTLOOK not later than January 31. Results will be announced in our March number. —EDITOR.]

It started with old picture-frames whose glass got broken when we moved into our new buildings! The problem was how to give a distinctive flavour or atmosphere to one of twenty new and bare classrooms all monotonously alike.

But the boys must do it, and then they would feel that it was *their* English room, not merely mine.

I asked the boys in each form as they came to me for English to scour the daily, weekly, and monthly journals for pictures of great writers or scenes from great books; the results which soon flowed in were both interesting and surprising; then we began to sort them out. We confined our choice to small but clear portraits or prints of well known paintings. Cigarette cards, however, and even caricatures, if good, were not despised.

The three walls not covered by the blackboard were then taken to represent a "line of time" ranging from Classical Myths to the Twentieth Century. The frames were then hung all round, and each one was to contain pictures relating to one century. We read from left to right via the back wall of the room. A special frame was reserved for Shakespeare, as we collected so many excellent little prints of scenes from his plays, his house at Stratford, the Memorial Theatre, &c. Another complete frame was also reserved for living writers of note. The boys thoroughly enjoyed the pasting in of our very mixed collection, and we were careful to stick each portrait in its correct place within the century unit. Thus Shelley and Keats were pasted on the extreme left of the frame containing writers of the nineteenth century, and Stevenson well to the right-hand side. The supply of cuttings and snaps, of course, goes on increasing, and it is quite easy to replace them whenever better ones are brought.

It is all designed to appeal to the eye, and whenever an author turns up in an ordinary lesson the class is at once directed to the illustrations we happen to have pasted up. Similarly, lessons on the literature of a particular period always begin

with a talk round the appropriate frame. Then back to the desks again.

Charts, too, made by the boys themselves play a useful part. We have one for "Modern English," and this has a line of the kings and queens across the middle, beginning at 1500, and then above this the names of poets are entered between arrow-heads placed as nearly as possible over the dates of birth and death. Below the centre line of sovereigns prose-writers and dramatists are inserted.

Then there is our large "Book-lover's Map" of England and Wales, which shows where our chief writers lived and worked. Another chart I find most useful is that of "World Literature," giving in parallel sections the principal writers of France, Germany, Russia, Italy, Scandinavia, the Low Countries, and America. This too is home-made.

Lastly we have a large board for short articles on literary topics which boys cull from current periodicals of all kinds, and which we can replace each week. We wonder if other readers could give us further suggestions.

"General" Knowledge.

The following items of information were gleaned from the answers to a general knowledge paper:—

A Beefeater is a carnivorous animal.

"S.P.G." means the Society for the Provocation of the Gospel.

"B.C." is short for bar of chocolate.

A Limerick is a short piece of poetry. Tennyson chiefly wrote these poems.

A Sarcophagus is a prehistoric animal.

A Gargoyle is a thing often seen on people's necks.

Argonauts were people killed in the French Revolution.

The Koran is a book of general knowledge used in Chinese schools.

On the eve of Waterloo Napoleon told his troops that England expected every man to do his duty.

Finally, one who was asked to say what is indicated when a flag is flown upside down gave the morbid answer: "This is done when one is married."

A NEW METHOD OF TEACHING A LANGUAGE

By M. A. JOHNSTONE.

Students who last year attended preparatory courses in the Italian language at the Royal Italian University for Foreigners at Perugia grew very enthusiastic in their enjoyment of the method of teaching employed by Professor Guarnieri, of the University of Amsterdam. The success of the method was phenomenal, and a brief outline account of its principles and the style of their application may be of interest to English teachers and students of modern languages.

As an explanatory preface the following points may be stated:—the language for which the scheme has been devised is Italian; the classes I saw numbered about forty students of many nationalities, e.g. Hungarians, French, English, Germans, Chinese, Roumanians, &c.; the course provided four hours' teaching each day for two months, though many students were able to stay only one month; the ages ranged between seventeen and seventy-seven. In Amsterdam the Professor has classes of 200 students.

It is difficult in a short article to avoid conveying an erroneous idea of a system about which one could say so much. It may be said as summarised preface that the method is fundamentally grammatical and logical, and that it succeeds from its earliest stages in presenting grammatical bones clothed in the flesh of ideas and joined together in seemly fashion to form that organism, a living language.

The framework of the grammar is of the Professor's own construction, and evidences a scheme which is progressive in difficulty, scientific in its logical sequence, and clear in its outlines. Professor Guarnieri has been extraordinarily successful in selecting the grammatical essentials of the language and presenting them to students free from muffling trivialities which discourage a beginner as he wades through the usual grammar text-books. In the seven sheets of four pages each which are distributed to them, the students find a text-book quite adequate to serve their needs for a long time. It is impossible, of course, to give details of the grammatical arrangement, but the following points are noteworthy:—syntax makes its appearance in the first lesson; formal rules are rarely stated, they show themselves in examples; all the examples employed are sensible, natural sentences, so that the students feel from the beginning that they are speaking a real language; the claims of ordinary con-

versation are recognised from the start, as when in the first lesson four common irregular verbs are introduced before the regular conjugations; excellent tabulation, well printed, shows how helpful this device can be made. His leaflets are the equivalent of a whole grammar treatise, brief and comprehensive because cleverly selected.

My first visit to the classes in Perugia was made after they had been running for one month. They had reached the stage when the day's work was arranged, approximately, as two hours for grammar and two for literature. I will try first to give an idea of a lesson mainly grammatical. Each one was built up round some particular construction; perpetually it was having drawn into it constructions previously dealt with; a gay vocabulary seemed to grow up as might flowers at the Professor's bidding; there was constant repetition and constant revision, but with a swiftness of variation which gave no chance for mechanical indolence. One fundamental requirement of the system is that verbs must be learnt by heart in the old-fashioned style; this is followed by constant repetition of them in their tenses, together with innumerable applications, comparisons, contrasts. The most striking surprise was the extraordinary amount of simultaneous recitation, the class-answering which was the response to the teacher's questions. He was not teaching individuals; the class was the individual. Many of the questions and answers were suggested on the lesson-sheets, but the unexpectedness with which changes of tense, number, &c., succeeded each other made unceasing demand for alertness in the students; I never saw one lose his concentration for a moment.

A few outline samples of lessons at which I was present may make the general statements clearer. One hour was devoted mainly to the study of the five past tenses of verbs, the relationships between the tenses being treated pretty exhaustively. There was included an excellent distinction between the indicative and the subjunctive mood. The treatment was based on logical interpretation; there was no list of rules. The vocabulary was ample, and there slipped in bright little asides, e.g. the child begins its talking with substantives such as *pappa* (food), goes on to verbs in the infinitive, *mangiare*, and so on. Another was spent in a contest with the Italian pronouns, usually thoroughly hated by the student. It commenced, as often, with the revision of verbs, particularly imperatives. Then the pronouns moved in, singly and in companies; in ordinary sentences, in forms of familiarity and in forms of courtesy, in idiomatic expressions and unusual contractions, even in a classical form or two such as were being met

with in the Dante readings. The lead in the illustrative sentences was given by the teacher, but the students in chorus had to supply the essential grammatical point; all were natural and made good and entertaining sense. He called them gymnastic exercises: they were.

The building up of a vocabulary is a definite aim in a grammar lesson; it is soon carried far outside the limits of familiar objects and actions. Whenever the rich interest of word associations, of delicate shades of meaning, of history in words offers itself, it is at once seized upon; the students feel directly that they are being plunged into a living language. We had a thunderstorm one afternoon, a good chance to apply all the stock phrases already learnt; but we passed on to the *chicchi*, the pellets of hail, then on to the *chicchi*, the individual grapes on a bunch, and so on. Again, the diminutives and augmentatives were transformed into a racy theme by apt illustrations, whilst a tiny lesson was built round one word such as *amica*. Current expressions, old idioms, groups of synonyms, added variety. Very often a lesson finished with a little story the point of which depended on some nice shade of meaning, on a play of words—always a difficulty in a foreign language. On one occasion a marked step in advance was made from concrete subjects and conversational phrases to abstract ideas. The lesson included extension of vocabulary, general sentence construction, and the combination of sentences into narrative. It was one of the gayest performances. The students suggested a number of words having no obvious connexion—elephant, seashore, monument, flowers, head, sun, horse, house, rain. About these a story was made up from individual contributions at an almost breathless rate: into the last example they managed to work in the protection of animals and Bologna sausages. Next they took one word and worked round that, e.g. from "soldier" they evolved the whole military system and the ethics of warfare. A little advice was slipped in that the students might amuse themselves by writing a page about one word.

Literature is approached very early. The first lesson-sheet closes with a short poem of Carducci's; there follow others by Pascoli, D'Annunzio, Boccaccio, Petrarca; in five weeks the class are reading Goldoni's "La Locandiera," and shortly after are studying Dante. The poems are learnt by heart, always recited in concert and sometimes individually; their literary quality is spoken about. They share lessons with grammar.

"La Locandiera" was made the basis of conversation between master and class; a scene was read and the substance repeated by the class with the help of the teacher; many subjects were introduced by the way, and grammar was not neglected. The interaction of the characters was discussed as well

as dramatic peculiarities of the period. "Il Bove" (Carducci) gave scope for typical treatment of a poem. It was read in chorus. Its grammatical structure was analysed where necessary; even in this the Professor contrived to bring out some of the fineness of the poem. This part followed a pure grammar lesson. Next day the work was treated as a literary creation, and beauty after beauty revealed itself under the sympathetic analysis. The *motif* of the poem became clear—Carducci's pantheism, his belief in the unity of nature; we felt the rhythm, enjoyed the balance of the phrases and the subtle choice of words. The Professor compared Carducci, the sculptor-poet, with D'Annunzio, the painter-poet.

In the hour set apart for "La Commedia" the object aimed at was to commence rightly the study of Dante. The teacher became a lecturer, one possessed of a clear, simple style, natural and impressive, sparingly illustrated by gesture. He set up for his class a new model—how to produce and use a beautiful voice.

No phonetics enter into this system of teaching; the Professor very decidedly rejects them, maintaining that the language must and can be taught as an entity. The students acquire their knowledge of Italian sounds through listening to the almost continuous accents of their teacher. His voice is rarely silent, and his pronunciation is extremely clear and careful, though the rate of ordinary speech is maintained. The Italian language with its simplicity and regularity of pronunciation lends itself admirably to a plan of this kind.

The choral speech provides the maximum possible in vocal practice, whilst simultaneously the pupil can correct his mistakes by listening to the teacher. No time is lost in the hesitating efforts of the beginner, or worse than lost in listening to the blunders of other beginners. Confidence comes quickly with the combined efforts of the class.

Of necessity, the lessons were carried on entirely in Italian; occasionally a French word was used for comparison.

The results of four weeks' work in the classes at Perugia were certainly astonishing, and the students were delighted with their progress. They went about using their acquirements with all confidence, in most cases with a good accent. In estimating results one found difficulty in discriminating between the method and the man who had made and was using it. He is an extraordinarily vivid personality, rousing interest by voice and eye and gesture, carrying every hearer along with him, still fresh and glowing at the end of three hours' hard work. There was no plodding along the path of learning for that class; it went joyously at a swinging march to a rousing rhythm, with Professor Guarnieri "the director of the orchestra."

LETTERS FROM A YOUNG HEAD MASTER.

I. On First Coming up to Breathe.

[The series of Letters to a Young Head Master is now followed by one from a Head Master who has lately taken charge of a school of the "junior secondary" type. His experiences are submitted as likely to interest all who are doing similar work. —EDITOR.]

My Dear H.,—Ever so many thanks for your letter of congratulation. I'll try to answer a few of your questions.

What does it feel like to be a head master? I really don't know; I don't seem to have had time to consider my personal feelings. I certainly haven't experienced any "monarch of all I survey" emotion. Quite the reverse in fact; I seem to be at everyone's beck and call. Does a head master ever do the work he intends, or is he always interrupted and switched off on to something else?

Yes, the men on the staff are splendid, and I'm following your advice and consulting with them frequently. At present we have a staff meeting every week, and we shall do so for some time. They're quite informal and discursive; there's nominally a subject for discussion, but we always end by wandering all over the field of education. And the staff simply will not take any notice of my rule that meetings must close at 6 p.m.

A week or two ago we got in a history man who's been doing good work at another secondary school in the town, and had a great time. He took us very seriously and talked away hard for half an hour. Then we fell upon him with questions. He bore up bravely and emerged smiling. M., who takes history, is going to see one of his lessons—an original play, written, produced, and acted by pupils—next week.

Yes, we've had a parents' meeting, too. It was grand. Over three hundred and fifty people turned up—not bad for a school of two hundred and eighty boys, is it? They asked heaps of questions; the usual ones and a few more. Of course, the subject of homework cropped up, but that was easy. We don't have any in our school.

I don't know whether we're the only secondary school in England which doesn't set homework, but we're not far from it. Perhaps others will follow our example. I felt that in a school giving special time and attention to art, crafts, and handwork generally, a school existing above all for the special benefit of the "practical" boy, homework seemed to be rather out of place. *Que tu t'en penses?* Not that there isn't plenty of homework done. Every day boys bring me maps, models, drawings, and so forth, done or completed at home; and at the end of every lesson I take I am besieged

with the request: "May I finish it at home?" Other masters find the same thing. I've great hopes of the "no homework" experiment.

Oh, yes! I do quite a lot of teaching. Chiefly history, though I have a weekly scripture lesson with a very large class of eleven plusses which I wouldn't miss for worlds. It's understood now (it wasn't at first!) that when the Head Master's teaching he mustn't be disturbed. You will understand perhaps why I feel lesson times rather restful!

My older boys are doing local history, and, after a rather slow start, are getting tremendously keen. Quite a lot of the work is done outside the school building. We have a permit system for them, so that any boy or group of boys with a definite task in hand can go off to the Free Library, the Museum, a Church, or wherever necessary. The plan has worked admirably so far, and in no single case has the privilege been abused. Who says boys can't be trusted? I know you'll shake your head and say I'll get let down sooner or later, but I haven't been yet, and so many boys seem to be finding a new interest in history that I'm going on risking it.

School societies are going strong. The Musical Society was the first to get into its stride; it has been singing on Tuesday and playing on Thursday evenings for some weeks now, and doing both rather well. Then the Engineering Society (under "Uncle Fred") is laying most elaborate plans for building a model railway, and the actual construction is already under way. The Society has a room of its own, but its membership is so large it has to hold overflow meetings. The Scientific Society proposes to build a school wireless set, and the Secretary has informed me that the components will cost £18. Whereabouts in the estimates does one allow for such expenses?

In addition we have a Dramatic Society, a Sketch Club, and a Camera Club, and a Philatelic Society seems also to be in the making. It's my ambition to incorporate eventually all these so-called "extra-curriculum" activities in the school curriculum. Already I've been able to do a bit. We have music three times a week in the morning assembly, and about half the boys in the school get short music periods in addition. Then two senior classes have a period each for doing work in connexion with the Engineering Society. Our excellent woodwork and metalwork rooms give us special facilities for this.

I mustn't forget the garden. We have a splendid piece of ground, not too large and absolutely uncultivated, so that we can start right from the

beginning. "Uncle Fred" is in charge, and under his direction paths are being cut, the ground is being levelled, and a rockery is being constructed. Before term started he used to wander dreamily up and down that piece of ground, smoking hard, with rather a far-away look in his eyes. But he's no dreamer when the job's in hand, and the youngsters love it.

A few days ago I completed a second revision of the time-table (I'll tell you all about the time-table in my next letter—it's been *some* job), and I had to drop the gardening period of one class. I hear a deputation is coming to interview me on the subject. Write and tell me what to say to them.

Yours ever,

G. S.

LETTER TO THE EDITOR.

Atterberg Symphony "Joke."

Dear Sir,—Regarding the reported "confession" by Mr. Kurt Atterberg that his £2,000 Prize Symphony was a joke, Mr. Atterberg has submitted to us a statement in which he declares that his work is not a joke, but that he wrote the last movement as a satire on those persons who, in connexion with the Schubert Centenary, posed as great lovers and connoisseurs of Schubert without love or knowledge of his works. To this end he introduced in that movement a quotation of a famous Schubert theme.

We find it difficult to believe that a composer and musician of some considerable standing in his own country (Mr. Atterberg is the conductor of the Stockholm Orchestra) should, as alleged, plan a deliberate hoax in this form and use such an occasion as the Schubert Centenary—in connexion with which the Columbia Company arranged this International Composers Contest—for an exercise of high spirits. If the reports are true, it would be comparable to playing jazz at a memorial service.

It is true that practically all the critics found passages recalling or resembling the music of the old composers—Liszt, Chopin, Brahms, Rimsky-Korsakov, Gounod, Bizet—but no one paid very much attention to this, as it is a commonplace in new music to find passages reminiscent of other composers.

The gramophone records of the work, also by Sir Thomas Beecham, are on sale all over the world, and these have been taken quite seriously; in fact, more than a hundred thousand have already been sold.

The terms of the contest called for an original composition.

Yours very truly,

COLUMBIA GRAMOPHONE COMPANY, LTD.

December 17th, 1928.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

January, 1849.

"It is very far from our desire to see the internal management of the private schools of this country brought under the control of Government. We are too thoroughly convinced of the vast superiority of the English Private School system over that which obtains in Public Schools, either at home or abroad, in its power to train up peaceful, intelligent men, worthy heads of families, and good citizens, to desire the introduction among us of any scheme by which that system may be superseded. What we do wish to see accomplished is the elevation of that which is deserving in the Private School system above that which is contemptible and injurious, and which damages the whole. We have great respect for the result of competition, but we would have some check placed upon the present indiscriminate admission of all persons, even of the grossly ignorant, to this competition: we would, at least, insist on the establishment or recognition of a tribunal at which the would-be teacher might, if desirous of doing so, present himself, and prove his fitness for the office he was about to enter upon."

From an Advertisement.

"A New Year's Present.

Just published, price 2s. 6d.

An Essay, written in a Philosophical but Popular style: by Mr. Reeve, M.C.P., Chase Lodge, Hounslow, on the Comparative Intellect of Woman, and her little recognised, but resistless influence on the Moral, Religious, and Political Prosperity of a Nation.

London: C. H. Law, 131 Fleet Street."

Conference of Education Associations.

The Seventeenth Annual Conference of Educational Associations will be held at University College, London, from Monday, December 31st, to Saturday, January 5th, inclusive. The Rt. Hon. the Earl of Lytton, P.C., G.C.S.I., in his Presidential Address at 3 p.m. on the opening day, will consider "Some Aspects of the Problem of Education in India." There will be a joint meeting of the affiliated associations on Wednesday, January 2nd, when the subject will be "The Influence of Examinations on Education." There will be four principal speakers—Professor H. J. Fleure (President of the Association of University Teachers); Dr. Brock (Head Mistress, Mary Datchelor School); Mr. E. R. Thomas (Head Master, Royal Grammar School, Newcastle-on-Tyne); Mr. A. Saywell (President of National Association of Head Teachers).

HISTORY TEACHING REBORN.

BY FREDERICK J. GOULD.

[We print below the first of a series of articles on History Teaching, written by Mr. Frederick J. Gould. They are drawn up to meet the needs of teachers in junior secondary schools.—EDITOR.]

I.

What is history? It is the story of civilisation. The earlier type of history teaching, suitable to its times and places, did not effectively convey this record. History teaching must be reborn. The new type is needed at all educational stages. I shall try to sketch a method that will appeal to age sixteen to twenty-one, as well as to the kindergarten; but the plan will specially concentrate on the young mind in the years eleven to fifteen.

What is civilisation? It is the development of habits of order, co-operation, and mutual respect; it is the development of humanity through nature conquest, industry, art, literature, science, politics, and ideals, and through gradual release from war, cruelty, slavery, poverty, disease, and ignorance. If you look carefully at the statement just made, you will see that it disposes of a difficulty often raised: How shall we treat evils, physical and moral? The statement just made implies that man's course, or evolution, has been a kind of purgatory, or purification, by which the values were refined and strengthened, and to which war and cruelty and other evils were accidents. The evils must be revealed, but they must take a secondary place. And even in revealing the evils, the teacher must avoid the mistake of sweeping condemnation. It is wrong, for example, to speak of war merely as "a relic of barbarism." It is wrong because, on the field of battle, some of the noblest human qualities shine amid the gloom and horror. The moral (and intellectual) judgment of youth may be splendidly exercised in making such vital distinctions.

In the renaissance of history teaching, the tyranny of dates will disappear. It will be displaced by the convenient programme of Ages; the chief being: Early, Catholic-Feudal, and Modern (or Age of Expansion). Elliot Smith calculates that 6,000 years, from 1929 backwards, cover "civilisation" in the maturer significance of the term, so that "Early" will mean from about 400 A.D. backwards into the days of Bronze and, still further back, Stone. It was excusable—indeed, it was necessary—for Egyptians, Babylonians, Jews, Romans, and others to measure their story by dynasties, consulates, &c. It is inexcusable for us moderns. Date lists are already too heavy. What would history teaching be like in the year 500,000 A.D. if the year dates were continually piled up? A change is inevitable. The time for the change is now.

I make an important demand. History teaching must not so much impart a knowledge of the events of the ages as impart the historical sense. That

is, the learner will so have been guided that, confronted with new fields or new challenges, he will meet the occasion intelligently, whether called upon (for instance) to inquire into the history of Afghanistan, or to pronounce on an issue of citizenship. The "sense" is more helpful than the mere "knowledge."

In a concise manner, I will indicate the main guiding lines of civilisation, which may be enumerated as five, or fifty, or fifty-one; but, for simplicity's sake, I will sketch them as five. The five norms (normal activities, modes of order, or intellectual and social harmony) are these:—

1. Observation of animals, plants, minerals: human and economic geography; action of nature on man and of man on nature.
2. Industry: useful arts and crafts; travels involving useful exploration; machinery.
3. Fine arts: poetry and general imaginative literature, including myths and legends; music, drama, dance; costume; painting; sculpture; architecture and decoration; gardening.
4. Science, from its crude origins (in early ideas of number, weight, measure, astronomy, physics, &c.) onwards.
5. Social order and progress: sanitation, family ties, custom, manners, law, politics, religious organisation; social value of language, including simple etymology; phases of slavery, serfdom, guilds, trade unions, &c.; commerce, money, banking; international economics.

Whether for world history, or for the history of one's own Motherland, these normative impulses and canalisations of impulse, provide the sources of illustration. For each age, for each race, for each nation, they offer the characteristic expressions, the values, and the tests. In studying them, we almost inevitably and almost unconsciously shift the interest from wars, persecutions, and manœuvres of time-servers or diplomatists to the slow, enduring, and ever-victorious urge towards the universal fellowship, yet uncompleted. And biography, including legend, will illumine every step. I repeat the ideal in two words, "Towards unity." The norms are universal. They move towards a universal life and conscience. They, and not wars and manias, are the essential, creative, and constructive forces, acting in tribes, kingdoms, and republics. With these norms in mind, we may accept Blaise Pascal's conception: "The whole succession of men, through the ages, should be considered as One Man, ever living and constantly learning."

HOLIDAYS WITH PROFITS.

BY LESLIE T. DAW, M.A.

The general public, secure in its delusion that teaching is a "cushy job," does not realise how expensive a "holiday with pay" may be. More often than not, there are reservation fees to be paid for our apartments. If we travel—as we are told we ought—we are very likely to run up heavy bills. If we try to keep abreast of modern literature and drama—as we certainly must—we find that our income does not keep abreast with our expenditure. If we pay visits to our relations and friends—as we probably wish—we soon discover that the necessary fares and "souvenirs" are costly items. Is there, then, no way of making these holidays less of a drain upon our narrow resources?

It is not that we do not need rest. Every teacher worth his salt gives abundantly of his energies, and must need a rest—from teaching. There is, however, much truth in the adage, "A change is as good as a rest," and many would be glad to find some fresh holiday activity that would bring them both pleasure and profit. To such as these—who wish to avoid extra coaching and clerical work, and all that savours of the merely sedentary—the following well-tryed suggestions are offered. That they take the teacher out of his narrow professional circle is considered an advantage rather than a drawback.

At "rush" holiday periods, the various tourist agencies are often glad to sign on educated men and women as temporary "guides" and holiday leaders at home and abroad. Encyclopædic knowledge is not usually demanded, but sociability and tact are essentials. Many teachers who have led in social activities in college would find this work both congenial and profitable. Early application for such posts is advisable.

For those who do not relish the idea of leading "mass excursions," the formation of a small private party for touring abroad is a possibility. A little French, and a good deal of assurance, will carry you far on the Continent nowadays. There are many folk who hate the notion of "doing" a foreign country in crowded char-a-bancs, but who would jump at the chance of joining a jolly party of half-a-dozen, and be prepared to pay for the many advantages of this method. A little advertising in judiciously-chosen mediums should suffice to start such a venture. The writer has spent three most enjoyable months in Belgium in this way. Such holidays are rich in materials for lessons and lantern lectures.

There are very many Summer Schools being held every year now, and a number of them need semi-professional organisers. Two teachers who recently organised a "Summer School of Art" in Brittany report that it was successful from all points of view. Once again, it should be emphasised that, for anything of this sort, plans must be made well in advance.

Sometimes pedagogues are lucky enough to secure the position of "Holiday companion" to the children of wealthy parents. The exact rôle to be filled varies, but the "allowance" is sometimes handsome. These jobs, however, go by favour. The way to obtain one is to get to know someone who knows somebody who knows the man in need of a "companion" for his children. And that's not always an easy matter.

A number of the smaller and more intimate hotels are trying to develop the "family feeling" of their drawing-rooms by employing a cheerful and cultured man, at the special holiday periods, to "get things going" after dinner. Musical ability is an advantage, but by no means a necessity, for the idea is not that the "M.C." should give a star performance, but that he should get the guests to entertain each other. He also organises the dances, whist drives, and theatre parties, and sometimes bathing parades and other outings. Neither duties nor remuneration are considerable, but, at any rate, good accommodation is provided gratis, and there is usually plenty of good company. I have had a rattling good Easter and Whitsuntide at a seaside hotel on these terms. Most tourist agencies will be able to suggest a suitable hotel to approach.

Concert party work at the holiday resorts should not be left out of consideration. The entire staff of one of my schools once went on tour, and their enjoyment of a novel holiday was increased by the knowledge that they were making money instead of spending it. The one thing to remember here is to avoid the over-popular centres, where the competition is too keen and the work too exacting for all but regular professionals; choose a place where one show a day is sufficient, and find time to amuse yourselves as well as other folk.

There will be some for whom none of the above suggestions are suitable, and to them one can but commend the "Back to the Land" movement. There are many worse ways of spending a holiday than living on a farm, "working one's passage." Work is often waiting for strong, willing men, and women too; and here there is more open air, and less mental strain, than is involved in some of the above-mentioned positions.

VILLAGE SURVEY MAKING.

An Experiment in Oxfordshire.

A Board of Education Pamphlet that should on no account be missed by teachers is No. 61, wherein is given an interesting account of an experiment in village survey making carried out in a few country schools in the Oxford district. Under the guidance of their teachers the children of Idbury and Fifield have during the past year or so been following in the footsteps of their adult predecessors of 1086, and have conducted an inquisition into the "Past at their doors," and, as a result, have produced a series of Domesday books containing a body of information that must have brought joy to the collectors. The pupils, as the authors of the pamphlet say, were fortunate in their teachers, and it may seem also that they were fortunate in their localities, but in neither the one respect nor the other can it be supposed they were uniquely favoured, for there is no school in the country that is wholly lacking in enthusiasm for such research, nor is there any spot where materials for it are absent.

It should be one of the purposes of school life to create in pupils the attitude of the scientific inquirer and set them on the road to becoming discoverers themselves. It is told of Sir William Jones that, when a boy, his mother answered his perpetual questionings, "Read and you will know." For certain types of mind the advice is good enough, but for all types of mind it is well that they be trained in the persevering pursuit of the answer to their problems by research of their own rather than by the easy path of reading books. The child who has found out for himself why his parish has such or such shape; why a big open field is there and not here; why a piece of road is always muddy in damp weather; or why his village has a "dump" for old tins and rubbish when the next village has not—the child who has found out such things through a process of intelligent probing is on the way to becoming an educated and intelligent human being.

Appendix A of the pamphlet gives some useful hints for beginners, the first of which is "Get the six-inch Ordnance map of your parish"; and in a pocket at the back of the pamphlet are some specimen maps that have been drawn and filled in by quite young children to illustrate certain subjects embraced in the survey. The making and filling in of these records must have been fascinating tasks, and the young researchers may be justly proud of their work. But neat map-drawing is by no means the main objective of these juvenile village surveys, though map-making is a necessary side to any well-planned study. The section on maps contains some helpful suggestions for using the different types of

material collected and for showing their interconnexion. From such attempts at linking up the records all kinds of interesting problems will emerge. As many of these as possible should be tackled—problems of history, geology, botany, sociology, gardening, civics, for the thing to do in these elementary surveys is to keep several pots hot at the same time, "even if only one of them is boiling."

Just which one will be at boiling point will depend on circumstances; but there exists to-day ample guidance in the shape of books whatever be the most favoured branch of village surveying. A very useful list of books and papers is given in Appendix B. Three types of record, at least, say the authors of this pamphlet, should be secured: the Domesday Book return if the village existed as a manor before 1086; a tithe or enclosure map showing the distribution of houses and land-holding before the seventeenth, eighteenth, or nineteenth century enclosures; and also a history in greater or less detail of the church or any old buildings. These will provide the background for any further studies in social history, whether in connexion with local government, industry, or folk-lore. Some of these subjects are more suitable for grown-ups, but there is no reason why quite young children should not begin to investigate them and record the results. Miss Madeley, in her "Citizen's Handbook," has indicated how young people may be stimulated in these directions, and the evidence from these rural schools is sufficient to prove that they can be tackled at the beginning by children of ten to thirteen. A whole host of interesting matters centre round the notices on the Church door, for instance; round the "National" school; and all kinds of problems are propounded by a walk along the public highway. What the village teacher, or the town teacher for that matter, should realise is that close at hand, at the very threshold of the school building, there lies a wealth of material for study that costs nothing to procure and is of inestimable value for educational purposes. Though the kinds of studies indicated in the term "village survey" have not been neglected wholly in our schools, it is pretty certain that they are not as generally pursued as they ought to be. Any teacher who is seeking something new to stimulate the child mind, something not entailing the provision of costly apparatus, and something that is eminently useful and practical, should get a copy of this little guide and set about planning a venture on the same lines. Carried out in the real explorer's spirit the school survey will most certainly add to the joy of school both for teacher and taught.

EDUCATION IN HOLLAND.

BY H. J. FELLS.

The Dutch nation is intensely group-divided. Workers and others mix only with those of the same craft or occupation, or restrict their circle to those with the same social aim or religious belief.

As a consequence there are many sectarian schools and since 1920 all these have been State supported. In that year also an order was issued that no child should learn a foreign language before reaching the seventh standard.

Great stress is laid on languages in Holland, and it is quite usual for a higher elementary or secondary school pupil to be learning French, German, and English. From elementary schools the pupils proceed either to a lower technical school for two years or to a superior elementary school for three or four years. There are secondary schools with courses of from three to six years.

The provision of undenominational schools is the duty of the municipality. The curriculum is drawn up by the head of the school, subject to local approval and that of the government inspector. Appointments in elementary schools are made by the Municipal Council, but dismissal is allowed only by authorisation of the provincial government. Teachers in State secondary schools are appointed and dismissed by the Queen.

Careful attention is paid to technical education. There are secondary technical schools and craft schools for artisans. A State professor of agriculture is appointed for each province and there is one State agricultural college with courses in colonial agriculture. These courses are of use for the Dutch East Indies, where Holland is responsible for nearly fifty million people, or seven times the number of its own inhabitants. In the Dutch East Indies there are primary schools for Europeans, for Chinese, and for natives and numerous secondary and technical schools.

There are four State universities, also a Calvinist and a Roman Catholic university. The University of Leyden is the oldest (1575). According to tradition Prince William of Orange offered a reward to the citizens for their gallant defence against the Spanish siege. Of the alternate offers of remission of taxation or a university, the citizens chose the latter. Groningen, Utrecht, and Amsterdam are also university towns.

The number of benevolent institutions in Holland is remarkably large. One of the oldest, "The Society for the Public Welfare," founded in 1784, concerns itself particularly with the education of workers.

This long interest in adult education has led to much activity, and since 1913 fifteen popular universities have been founded.

OUR MONTH'S PICTURE.

The Humble-Bee.

The humble-bee belongs to the order of Hymenoptera, and to the same group, Mellifera, as the hive bee. In the warm days of spring the perfect female may be seen about wayside and garden, selecting a site for her nest and collecting its furniture and provisions. Her substantial appearance owes much to the thickness of her hairs, which the microscope discovers to be branched; but her size is truly much larger than that of the workers or drones.

The tongues of certain species of humble-bee are unusually long, so that when red clover was first grown in the Antipodes it became necessary to export the right humble-bee to fertilise its blossoms.

To some persons the honey of this bee is unwholesome, and causes headache. In collecting it the insect's hair is covered with pollen, which she brushes off, mixes with honey, and plasters on her hind legs, which are fringed with stiff hairs, recurred to act as the sides of a basket.

The situation and construction of the nest vary with the species. Some are built on the surface of the ground, some are formed inside a stone-heap, while *Bombus terrestris*, whose picture is given, is apt to choose a deserted mouse-hole in an earth-bank.

Having cleared the nest from rubbish, and lined it with grass or moss, the mother's first care is to make a food-heap on the floor with balls made from the pollen and honey mixture brought home on her legs, and, when it is large enough, to build a wax wall round its top. The wax used is secreted by herself, and emerges from beneath the rings of her body. Inside the wall she places her eggs, and adds a lid of wax to cover them.

The bee also makes a wax honey-pot, of the size of a thimble, and fills it with honey for her own use while brooding.

She stands, or sits, over the covered-in eggs until they hatch into maggot-shaped larvae, when from time to time she makes a hole in the cover and puts in more food as required.

When full-grown, the larvae spin cocoons, pupate, and emerge as bees.

Only worker-bees are produced through the earlier part of the summer, but later on the eggs are laid which develop into queens, or perfect females; also others that result in the drones, or males, who are not supposed to help in the work of the nest.

In the late summer or autumn the queens may be seen hunting out sheltered nooks where they may safely pass the winter.

M. L. BROOKE.



Worker



Queen



Male



Nest

THE HUMBLE BEE
(bombus terrestris)

Drawn for the EDUCATION OUTLOOK by Winifred Brooke

THE TEACHING OF HISTORY.

By A. P. LE QUESNE, Senior History Master, Frederick Bird School, Coventry.

As history has no vocational value we are prone to forget the elementary truth that every one, apart from his vocation, has to be a citizen, and that he cannot be an intelligent citizen if he knows nothing of the proper study of mankind. Our chief task is to give our pupils a training in efficient citizenship. We must "draw the pupils' attention to the benefits which they too often take for granted," and which have been won for them by true-hearted citizens in the past. They must be made to feel that England belongs to them, and that they belong to England. But they must also feel that sympathy and respect are due to other nations and races because they are also citizens of the world. Human history is one history and human welfare is one whole. The old couplet,

"Little Turk and Japanee,
Don't you wish that you were me?"

shows how seeds of misunderstanding are sown.

The Suggestions tell us that a pupil at the end of his school course "should have gained a connected and definite knowledge of the story of Britain and of the British Commonwealth of Nations, and have begun to realise the bearing of this story on everyday life." This knowledge is becoming more and more necessary because the world is getting smaller and larger at the same time. It is becoming smaller in respect of time and space. At Ujiji, Livingstone received letters which were more than two years old. To-day, by wireless, a message can reach Ujiji from London in one-fortieth of a second! The world is becoming larger because man is continually discovering fresh means of obtaining more and more produce, and great stretches of barren waste-land have now been rendered fertile. This new world situation throws a tremendous responsibility on all mankind in the exercise of rights and obligations. That is why English history must not be insular. The rising generation will have to face problems such as Indian Nationalism, Chinese Industrialism, Negro Racialism, and the rest. History must include giving and taking. We must appreciate what we have taken from the past in order to appreciate what we must give to the future.

Truth in History.

One reason for the teaching of world history is that it is impossible to give a correct view of our country's story without getting the point of view of other races. History is too often taught by sample instead of as a whole. We do not see events in their true proportion. That is extremely difficult. "What is truth? said jesting Pilate; and would not stay for an answer." It is easy to indicate the target, but it is not easy to hit it. We must be

ware of catch-phrases and half-truths, and realise that the range of history is so wide that it can be made to prove almost anything. As Froude said: "It often seems to me as if history was like a child's box of letters, with which we can spell any word we please." And this method is frequently used, not only in dealing with events of the past but by propagandists who wish to advance their own views on the particular problems of their day.

These half-truths are so often repeated that in time they are looked upon as being proven facts. For instance, Magna Carta is often described by such phrases as "The Definition of our Rights and Liberties" and "The Keystone of English Liberty." We are apt to forget that, great as was the importance of Magna Carta, yet it was baronial in character. It was a great charter of medieval liberties, but out of its sixty-three clauses only two refer to villeins, and villeins numbered at least two-thirds of the population. Similarly, John Hampden is regarded almost as a Labour leader, but the movement to which he belonged was a purely aristocratic one. His greatness lies in the fact that by fighting for "no taxation without representation" (of land-owners) he prepared the way for more democratic government.

Neither can we get at the truth unless we stand in the shoes of the men of the time. Unless we do that we shall not understand moral values through the centuries. The moral standard is continually changing, but that does not mean that it must of necessity be higher. From age to age there have always been men and women who have striven with the highest motives to Play the Game and to keep the Ten Commandments as they understood them. We do not practise the brutal forms of cruelty of the seventeenth century, but our ancestors of that century would probably have looked upon long terms of silent imprisonment with intense horror. In Tudor days people contented themselves with rude wooden platters; now we use beautifully glazed and decorated dishes. The man who made the first had not got "phossy-jaw," but the girl who made the second probably has. Is that a sign of real progress in moral standards?

Historical Sense.

The development of the historical sense must be slow because it depends so much upon wide knowledge and experience of life itself. History is much more than a jumble of incoherent records; it is life itself in all its aspects. That is why the teacher of history must know something of his subject as a whole. In some subjects it may be possible for a teacher with an intelligent grasp of the principles of

teaching to give a sound preliminary training without ever having looked upon those subjects as a whole. But with history the case is different. As the Suggestions point out, "Every era stands related to its predecessor and to the facts which encompass us to-day; so that in a sense the teacher of a period is the teacher of the whole history." Therein lies the fascination of immensity. It is all the difference between swimming in a bath and in the open sea. You will not swim any farther in the open sea, but it will be much more fascinating.

This historical sense will help the pupil to appreciate the Living Past and to realise that the world is constantly changing, that there is no such thing as a normal world. It follows that history never really repeats itself, although it very often "resembles" itself. The Peloponnesian Wars were to the Greek world what the World War was to our own. The League of Nations resembles in many principles the Papacy at its zenith, but is working under very different conditions. We have to discern these transmutations and affinities in order to learn how the present is the outcome of the past.

The need for the training of the historical sense grows more and more urgent. In conjunction with the growth of political power has been the growth of governmental activity, State control replacing the former idea of *laissez-faire*. The masses feel that they possess this power, but historical enlightenment is necessary for its safe use. Gleanings from the sensational press, with its screaming headlines, apparently based upon the paradoxical principle that "the only good news is bad news," often tend to poison all historical sense.

Neither can we develop this sense without paying due regard to our difficult historical terminology. The terms which we so frequently use—such as liberty, diplomacy, government, kingship, army, feudalism, chivalry—bear different interpretations at different periods and in different countries. The term "army" used apart from circumstances of environment is almost meaningless. It meant one thing to Alexander the Great, another to Julius Caesar, another to Napoleon, and still another to Foch. Germany in the Middle Ages does not mean what Germany means to-day. A man who believes that democracy is the best form of government for England to-day would not be inconsistent if he argued that democracy was not necessarily the best form of policy for all races and for all times. "There can be no formulae in history because no formulae apply to human affairs."

Religion and Politics.

The Suggestions point out that the teacher must deal "with statutes only so far as their purport and meaning can be made plain to a child; and with political or religious conflict only so far as its main

issues and results are necessary for an elementary understanding of great changes in national life and of the rights and duties of a citizen of to-day." Pupils must understand, for instance, that in Elizabeth's reign, Englishmen had to choose between her rule and subservience to the Pope—a foreign prince—and that consequently it seemed to the average Englishman that to be an English Protestant was to be an English patriot.

Again we cannot get any clear notion of the Stuart period unless we realise that religion and politics asserted themselves in almost every great event of the seventeenth century. The Authorised Version of the Bible, "Paradise Lost," and "The Pilgrim's Progress" show the spirit of the age. The Cavaliers are Churchmen; Roundheads are Nonconformists. Whilst nations believed that there ought to be one religion only within the same State, the branches of the Christian Church fought one another like heathens, as in the Thirty Years' War. Historical study is valuable because it serves to humanise such methods of controversy by showing that nearly all questions are quantitative. These two great passions of religion and politics have often led to wars, which we cannot pass over because they throw light upon the national life of the time. There is no need to spend too much time over details of particular battles, but they must be mentioned because they are sharp, decisive events. The aim must be to give the pupils, at a glance, some idea of the issues at stake. For example, the Wars of Empire may be explained round a diagram, showing:—

England v. France,
Hanoverians v. Bourbons,
Protestantism v. Roman Catholicism,
Supremacy of Parliament v. Absolute Monarchy,
on
Land and Sea
in
Europe, the New World, India, and on the Seas
for
Commercial, Sea, and Colonial Supremacy.
Another Hundred Years' War. Wars of Empire
and of Trade.

Correlation with Literature.

The Suggestions point out that "history and literature are in reality one and indivisible, for the literature of any period is the expression of the life and thought of that period. Literature, in a word, creates the atmosphere." Pupils should be encouraged to read historical novels, as this reading has one decided advantage over the cinema in so far that the novelist tries "to recapture the moment," revealing how men "felt" rather than simply showing how they "looked." Sometimes there is the danger of historical truth being sacrificed to sensa-

tion, but the novel will, at all events, arouse the pupils' interest in dealing with conflicting evidence and enable them to approach original sources, diaries, recorded sayings, and documents with a keener and healthier critical outlook.

Greater use should be made of short extracts. If the pupils are told—

“How valiantly Horatius kept the bridge
In the brave days of old,”

they will want to know why he kept it, and the teacher will then have a fine opportunity of giving an account of the parts played by the Patricians and the Plebeians in Rome's story. After hearing the Marseillaise they will follow you through the blood and thunder of the French Revolution, and be prepared to know something of its demands for Democracy and Nationality.

But literature also answers a very special purpose in dealing with the history of our own country, because we do not live in the past to the same extent as other nations. Rather have we been concerned with the romantic development of our Empire Overseas, so that we have not witnessed such great tribulation in the homeland as other peoples who remember their past struggles and aspirations through their folk history.

Correlation with Geography.

Geography and history should go hand in hand, but at the same time the Suggestions warn us that “the attempt to combine them in a single scheme is rarely successful.” Pupils should realise that the earliest civilisations were fertile river valley civilisations, that the sea has played an important part in the history of Britain and of Holland, and that mountains have influenced the development of Greece, of Switzerland, and of Scotland.

But we must not fail to appreciate that man throughout the ages has become more and more of a free agent. It does not follow that men have always acted in the same way under the same geographical conditions. To the Greeks the sea was a defence, but to the Phoenicians it was a waterway. Babylonia is still its original swamp, but man has been able to make that country produce its fruits in much greater quantities. We notice also that European nations colonised similar new lands in accordance with their different ideas.

Geography will also help us to realise man's successive stages in his struggles for existence, whereby he determined to secure what he considered to be the best “places in the sun.” Man is at constant grips with his environment. From the early struggles for the best hunting grounds and pastures we reach the modern competition for “spheres of influence” and for “the capture of the markets of the world.”

Framework, Dates, Charts, Alphabets.

We have heard so often that “dates are out of date” that it is very refreshing to read in the Suggestions that “the dates of the English sovereigns and of certain important events in history might well be memorised,” because undoubtedly the neglect of this framework has led many children to look upon history as a queer jumble of interesting tit-bits of no real significance. Of course, the mere learning of a list of dates is in itself of very little use. Learning the letters of the alphabet under those conditions would be equally useless. We teach the alphabet for a definite purpose, and the pupils are made to realise that they will never be able to read until they have mastered it. Every subject has its characteristic alphabet. In arithmetic it is largely tables, number-sense; in history it is largely dates, time-sense. The lack of a firm, connected outline hampers the student; this foundation is necessary simply because it is impossible to reason *in vacuo*.

It is true that our first aim is to create understanding, but how can the pupil reach any intelligent judgment unless he possesses some ability “to collect, examine, and correlate facts”? The danger lies in concentrating too much attention on the irrelevant instead of illuminating the mind with the revelation of the great world movements. We must economise our facts, showing how one event is not only the result of a former one but that, in its turn, it leads to still another, so that history is a mighty drama which never ends.

Although in some respects it is desirable to treat history by centuries rather than by reigns, a knowledge of the dates of our kings and queens does provide a very useful framework—a framework which is free from all controversy—because even insignificant rulers have a significance as symbols to which all legislative acts are referred. That framework, embodied in a carefully planned time-chart marked out in centuries, will act as a kind of navigator's course, helping the pupils to keep their ideas of history clear. To decry the learning of these dates because they are not interesting is beside the mark. The younger pupils often like memorising because it helps them to feel their power.

Care must be taken, however, to let children understand that many events which we are apt to look upon as having taken place at a definite time really took a long time to happen. There was no dramatic Fall of the Roman Empire; the Renaissance did not make a sudden start in 1453. Changes such as these were slow processes—so slow that people at the time did not realise the change. Rome was not built in a day; neither did it fall in a day.

In taking history by centuries it will also help the pupil if he is able to make constant reference to a short “alphabet” of the main topics. These alpha-

bets will then act as pegs upon which information may be hung. It will prevent hazy thinking, because he will have to marshal his facts in order to place them on their right pegs.

Scope of the Syllabus : an Example.

The Suggestions recognise that a much wider conception of history is desirable, and that emphasis should be placed upon the connexion between English and world history. Moreover, no scheme is adequate without some reference to the "History of Recent Times."

In the first place there must be division into periods, and the work in each period should be centred round some short "alphabet" in order to prevent the pupils getting lost in a welter of ideas. Taking Greece as an example, something of the following nature might answer the purpose of an alphabet :

Greece.

"The Glory that was Greece."

The Birthplace of European Civilisation.

1500 B.C., the Coming of the Greeks from Crete.

338 B.C., Chaeronea, Philip of Macedonia, Master of Greece.

Science and Mathematics.

Politics and Democracy.

Architecture and Sculpture.

History, Philosophy, Poetry, and Drama.

A Sound Mind in a Sound Body.

Navy and Army.

Commerce.

Pupils are then encouraged to make constant reference to this alphabet, and to try to place all they read concerning Greece under one or other of the above headings.

On looking at the map we notice that Greece consists largely of sea and highland. In ancient times her long coastline would tend to hasten the progress of civilisation, and her mountains would give birth to the spirit of liberty. Moreover, these mountains would lead to the development of small states which would be very much isolated; and the barrenness of the west coast would encourage intercourse with the east (Asia) rather than with the west (Rome).

Consideration of these physical features helps us to realise why Greece never became a nation. We can then describe why to the Greek the State meant the City. When these cities wished to expand they founded City States. This love of freedom would naturally bring them into conflict with the Persian kings who, in their turn, would attack the parent States.

In dealing with the Persian attacks on Greece, pupils will want to hear how the Athenian general, Miltiades, repulsed the great Persian onslaught at Marathon; how 300 Spartans under Leonidas at Thermopylae raised still higher the prestige gained at Marathon; and how the Athenians under Themistocles routed the Persian Armada at Salamis, thereby saving Europe from Persian conquest and freeing the New West from the Old East.

How Athens rose from a provincial city to an imperial capital will then receive attention and comparison be made with Japan's rapid rise in the second half of the nineteenth century. This Athenian Empire will arouse the pupil's interest, as it was the first recorded European Empire and, under Pericles, enjoyed a brilliant period which corresponds to the Elizabethan Age of England.

The pupils should then be led to see that we are far more definitely descended—spiritually—from the Athenians of the fifth century B.C. than from the Anglo-Saxons of the fifth century A.D., that we are descended from Socrates and Homer rather than from Hengist and Caedmon, and that if a present-day Englishman could meet an Athenian and a Medieval Englishman he would feel much more at home with the Athenian than with his ancestor of the Middle Ages.

We shall then show that the ideal of Greek culture was to enjoy beauty. That demanded the worship of grand and beautiful gods instead of ugly monsters. The body must be looked upon as something beautiful, and so Olympian Games were held to create "a sound mind in a sound body." But the Greeks concerned themselves chiefly with this world; over half the population were slaves.

Reference should also be made to the Peloponnesian Wars. The Athenian Empire was broken and was followed by a still more oppressive empire under the hard, militarist Spartans. Prostrated Greece now invited a Conqueror, and she found one in Philip of Macedonia, who was succeeded by his son, Alexander the Great. Athens had been overthrown, but her wonderful desire to learn continued to live, as Byron realised when he wrote :—

"Fair Greece, sad relic of departed worth,
Immortal—though no more,
Though fallen—great."

It will be noticed that all the facts mentioned in this short summary can be placed under one or other of the headings in the alphabet. If the pupils treat each alphabet in a similar manner they will get some clear notions of the important world movements, and will begin to discriminate between the relevant and the irrelevant; they will gradually discover that each century or period is characterised by certain well defined features.

THE CLASS MAGAZINE.

By EDITH MILES.

The production of a class magazine during Composition periods is a stimulating piece of team work for an upper class. The magazine may be hectographed and sold cheaply, the proceeds being devoted to the School Sports Fund. Where this is not possible, the work should be written on separate sheets of paper rather than in exercise books, so that the complete paper may be circulated among the members of the class.

The contents of the opening number, and the changes in later ones, may be discussed with the class. At first, volunteers for the various items should be called for; later, lots should be drawn, so that the writer of the adventure story in the first issue has to turn his hand to an account of a football match or report progress in the school garden.

The inclusion of serial matter is not advised, as it gives too much prominence to the work of one contributor. A serial would be permissible if the instalments were written by different pupils, but this calls for more constructive ability than can be expected in the early stages.

Short stories will be freely used, and will probably form the bulk of the magazine. In a mixed class, they should be written by both girls and boys. The pupil who is getting over-fond of long words may be checked by being set to write the "Tinies' Corner" in words of one syllable; for the magazine will be taken home by members of the class in turn, and thus will act as a useful link between school and home.

The various school activities should be fully described; sports and gardening, incidents at wood-work and cookery centres, notes of rambles or visits to local places of interest are all suitable.

A question box page—questions to be provided and answered by the children—will set them hunting in reference books. A series of articles on "Hobbies," and simple instructions on toy-making, will encourage the right use of leisure during and after school life.

The children will be keen to produce work fit for inclusion in the magazine, and those who lack imagination for the original work will be able to find material for descriptive work. They should be encouraged to attempt as many different kinds of articles as possible.

Anything approaching a formal "Composition" is debarred as contrary to the spirit of the scheme, but "Book Notes," briefly describing stories read out of school hours, will help towards the appreciation of Literature.

The illustrations and cover design can be done in drawing periods, and the best specimens chosen by the vote of the class.

PLAYGROUNDS IN NON-PROVIDED SCHOOLS.

The case of *The Council of the County Palatine of Lancaster v. Crowe*—Mr. Crowe being an auditor who had surcharged the Education Authority under Section 2 of the Audit (Local Authorities) Act, 1927—is interesting as an example of judge-made law. The law is now settled to be what the authority itself had supposed, viz., that, although by definition [Section 170 (6)] "schoolhouse" includes the teacher's dwelling house and "playground (if any)," and though the managers, out of funds of their own, must "keep the schoolhouse in good repair," the obligation imposed on them to "make such alterations and improvements in the buildings as may reasonably be required by the local education authority" does not cover alterations and improvements to the playground (if any).

The Duty of the Authority.

By Section 29 (2) the local education authority have the duty of "maintaining and keeping efficient" any public elementary school not provided by them; but this duty is subject to the fulfilment of certain conditions on the part of the managers. One of these conditions is that they shall "keep in repair" the schoolhouse, and that therefore includes the playground; and another is that they shall make any reasonable alterations and improvements required by the authority "in the buildings." The argument of the respondent auditor was that the phrase "in the buildings" included "in the playground." The court, however, was of opinion that the Act had not used two terms for the same thing, and that therefore, "buildings" and "schoolhouse" not being synonymous, alterations and improvements in the buildings were not the same thing as alterations and improvements in the schoolhouse.

The Necessary Conclusion.

But if this interpretation is sound it seems that the duty of "maintaining and keeping efficient" the school includes "an alteration and improvement" of the playground. If maintenance and keeping efficient is something less than altering and improving, then it is no part of the duty of the local authority to alter and improve a playground. And since such a change to the ground is not a change to "in the building" that can be demanded from the managers, it would follow, unless the decision in this case supports the conclusion drawn, that the duty is neither the manager's nor the Authority's. The authority have no power to order the managers to do it, and it is no part of their duty to do it themselves. This seemed to be the point the respondent's counsel tried to make, but the Lord Chief Justice (Lord Hewart) was evidently not impressed by it.

THE NATIONAL UNION OF TEACHERS.

Our N.U.T. Correspondent writes:—

The membership of the Union is still growing. It is anticipated that the net increase will this year be about two thousand, making a total of 127,000 for 1928. Allowing for ordinary "wastage"—about 6 per cent.—this means that during the year nearly 10,000 new members have been enrolled. As usual, the income has been more than sufficient for the year's needs, and although there are many subscriptions still in the hands of local treasurers the Treasurer of the Union was able to announce at the December meeting of the Executive that he had already invested £30,000 at an average rate of interest of 5 per cent.

Early in the New Year—on January 2—the Executive is conferring in London with the secretaries of local associations—an entirely new departure. About six hundred will be present, and their travelling and hotel expenses will be defrayed from the central funds. The expenditure is likely to be justified by the results. The Executive has arranged the agenda in such manner that each statement of policy from the platform shall be followed by a full discussion by the secretaries. Members of the Executive will take little or no part in these discussions, and no motions will be submitted, the object of the Conference being to inform the secretaries fully of what is happening at head-quarters and to inform the Executive of what is taking place in local areas. It is anticipated that the Conference will act as a stimulus both locally and centrally.

* * * * *

At its December meeting the Executive decided to obtain the authority of the Easter Conference to extend sustentation of the displaced secondary school teachers in Cardiganshire to cover pension losses which may be sustained as the result of continued unemployment. This is an entirely new policy, and, although limited to the "Cardiganshire case," is bound to affect decisions in other "cases." A long discussion took place on the position of Mr. John Towers, and a line of action is to be followed which, it is hoped, may lead to the restoration of his certificate.

* * * * *

Contributions from teachers to the N.U.T. fund for the relief of necessitous children in the distressed areas are still coming in, and a further cheque for £1,000, making £6,000 in all, has been sent to the "Save the Children Fund" for allocation by the joint committee. The joint committee considered a large number of applications for assistance at its meeting on December 6, and sent cheques amounting to several hundreds of pounds to the N.U.T. secretaries in the districts concerned.

Miss E. R. Conway, C.B.E., M.A., has been invited by the British Association to be present at their meetings in South Africa next year. She announced her acceptance of the invitation at the last meeting of the Executive, and received its hearty congratulations. Miss Conway's presence will ensure an adequate presentation of the teacher's point of view when education matters are being discussed.

* * * * *

Full N.U.T. support is being given to the "Boots for Children" Bill now before Parliament. The Union's local Parliamentary correspondents have been asked to get into touch with the M.P.'s for their districts and to urge the need for passing the Bill through its various stages at the earliest possible moment. The Union's Parliamentary machinery may also be set in motion in connexion with the Government's proposals for the Reform of Local Government. The probable repercussion of these proposals on the future of education finance is being very carefully considered by a special committee of the Executive, and action will be taken as and when needed. In the meantime Mr. W. G. Cove is doing excellent service in the House itself.

* * * * *

The Joint Advisory Committee (N.U.T. and Local Authorities) which has been considering the place and purpose of examinations in elementary schools is still hard at work on its inquiry. Much evidence has been taken. The witnesses have included representatives of every interest. Administrators, inspectors, and teachers have willingly appeared before the Committee and submitted themselves to the closest questioning. This stage of the Committee's work is now nearing completion. It is in the next stage—the framing of an agreed report—that difficulties may arise. In view, however, of the time already spent in acquiring information and the evident desire on both sides of the Committee to do the best for the schools, these difficulties will probably be overcome.

Scripture.

TWO-MINUTE BIBLE READINGS. (3s. Student Christian Movement.)

These excellently chosen passages are intended for use in opening school and at morning prayer in hospital wards and private homes. The compilers have used the Authorised Version in the main, and the extracts are as in the original wherever practicable. Some are the result of selection and omission, but this work has been done with care, and the book will be of great value in schools. R.

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NEWS OF THE MONTH.

Accepted with Thanks.

Cambridge University has been offered £100,000 from public funds—£50,000 from the Exchequer towards the sum required to enable the University to accept the grant of £70,000 conditionally promised by the Rockefeller Foundation, and another £50,000 from the Empire Marketing Fund. The total cost of the proposed development, including the new library, is £1,195,000. The Empire Marketing Board's offer is for the purpose of developing research in Agriculture, while the Exchequer grant will be in respect of expenditure on the School of Agriculture, and both are conditional on the University raising the further contributions required to enable it to qualify for the International Education Board's offer. This means getting a further sum of £145,000. Both offers have been gratefully accepted.

Dr. Norwood Explains.

Dr. Norwood, whose views on the Common Entrance Examination roused such a storm of controversy, recently spoke at the prize distribution at St. Margaret's Girls' School, Harrow, and took the opportunity of adding a gloss to his address to the British Association. A large part of his speech on that occasion, he said, was devoted to a considered defence of examinations, and, so far from being an unbeliever, he held that for the professions and for the universities examinations were absolutely necessary as being the only fair way of discovering whether the boy or girl had knowledge. The danger was in mistaking examinations for knowledge. So now we know what the Head Master of Harrow really does believe.

Kinmel School for Commerce.

A new public school with a commercial bias is to be opened next September at Abergele, North Wales, to be known as Kinmel School. There will be accommodation for four or five hundred boys, and the curriculum will include French, German, and Spanish, and such unusual things as Accountancy, Business Organisation, and Commercial Law. There will be Latin for boys "who require it." The Head of the school will be Mr. F. R. Robinson, M.Sc., who has been an assistant master at High Wycombe Grammar School. It is hoped to staff the school in part with graduates of the Dominion Universities with the aim of getting the boys into direct touch with life overseas.

The Improved East End.

Mr. Clarke Hall told a meeting of the Women's Freedom League that, according to the figures, the children of Melbourne were eight times as bad as

the children of his district of the Old Street Police Court. Learned persons like head masters and head mistresses of public schools said that one way to produce good citizens and develop character was to give children plenty of games. If it were true, and he did not deny it, he was amazed that the children of the slums who lived three miles away from any place where they could play organised games were so good.

Parents and the Pictures.

"The Order of the Child" recently sent a deputation to the Home Secretary to urge that the Picture Theatres should exhibit a notice at the box office giving the Board of Film Censors' interpretation of the "A" and "U" certificates, and that a large letter "A" should be prominently displayed at the entrance to all theatres where an "A" film was being shown. They think there is widespread ignorance on the part of the public on the purpose of the classification, and many parents take their children to see "A" films in ignorance that the letter meant that the film was not suitable for them. The matter was promised consideration; but whatever is done parents are not likely to take the opinion of the Film Censors Board in preference to their own.

The Coming Renaissance.

Addressing a meeting of Guildford teachers last month, Lord Eustace Percy said: "I want the country to realise that we are preparing for a real renaissance in education." The main defect in educational method was the cult of the second-hand. We took our opinions from the second-hand authority, and young people were sent out into the world utterly ignorant of the higher problems of life. What was wanted everywhere was not merely books, but better books, and, above all, first-hand instead of second-hand contact with the great minds of the past. And as further proof of the cult of the second-hand the President of the Board of Education added that the nation was now content to play its games second-hand by watching other people play. There is truth in these generalities, but not the whole truth. People are not so content with the second-hand as Lord Eustace seems to think.

The Seven Lamps of Education.

What are the "Seven Lamps of Education"? Dr. M. J. Randall, who was head master of Winchester for thirteen years—1911 to 1924—gave a lecture on them, and named them Worship, Reverence, Work, Leisure, Discipline, Obedience, and Service. Not a bad septet, all will agree. It makes one wonder how many schools keep the whole lot burning.

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LITERARY SECTION.

BOOKS AND THE MAN.

A Book of Toys.

The season makes it not unfitting that I should introduce a book about toys. It is published by B. T. Batsford in the handsome guise which we always associate with the firm. It bears the title "Children's Toys of Bygone Days, a History of Playthings of all Peoples from Prehistoric Times to the Nineteenth Century." The English version is by Philip Hereford, from the original of Karl Gröber. The price of the work is 32s., but it is a marvel of cheapness nevertheless, for there are over three hundred handsome plates, in addition to insets in the letterpress. The pictures are a sheer joy, affording hours of entertainment and serving to remind us how, as the author puts it, "the child of all times and all peoples is alike in its instincts, its occupations, and its play"—a fact which is sometimes forgotten by our zealous innovators in education. We are reminded that with children, "in the course of thousands of years a germ idea, ever ancient, ever new, reclothes itself in varying dress." Thus there is no such thing as evolution in children's toys. Every child is a fundamentalist, "beginning anew the same cycle of play instinct and rejoicing in dolls, hobby-horses, and models of grown-up things in general."

Our author says some very wise things about elaborate toys, pointing out that a toy is useless to a child if he may only look at it. It is sad to think that many of the gifts of Father Christmas are thus misused, merely because they are too delicate or valuable for childish handling. They are projections of adult notions such as work so much harm in all our dealings with children. Grown-ups think that a doll should resemble a beauteous mannequin, but a child is well content with a wooden make-believe. Some grown-ups find matter for laughter in cross-eyed dogs of grotesque shape, and they fondly believe that children share their tastes, but they are wrong. I cannot believe that the French children of Revolutionary days really enjoyed the monstrous toy guillotine which chopped off the heads of aristocratic dolls—another projection of adult ideas.

Our author gives a complete history of toy-making from the earliest times, and his translator has not failed to present it in vivid style. The story is full of interest, and I can imagine no better Christmas present for a school library.

SELIM MILES.

REVIEWS.

History.

The "Teaching of History" Series.—A GENERAL SURVEY OF BRITISH HISTORY: by Robert S. Rait, C.B.E., LL.D. Vol. I, to 1603; Vol. II, 1603—1924. (2s. 6d. each volume. Nelson.)

The general scheme of the "Teaching of History" series, which Mr. John Buchan is editing, includes six of these small volumes, two dealing with general history, two with European history, and two (those now before us) with British history. It is a catholic scheme. In such a scheme one would expect to find in these "British" volumes an adequate account of Scotland, Ireland, and Wales; adequate, that is, within the limits of the five hundred pages allotted. But in fact the story is preponderatingly the story of "England." One might have expected Dr. Rait to give Scotland, at least, a fuller place in his narrative; and for such a course there would be not only excuse but justification. The main narrative, of course, has to be England, but one feels that an opportunity has been missed for making this in reality, as well as in name, a British and not an English—with fringes—history.

The books are plain text, without indexes, and with only a few maps at the end of each volume. They are efficiently and straightforwardly written.

Moreover, the general scheme is by no means forgotten. The chapter on "England and Europe" shows that the sense of relationship between country and country is kept in mind; and there are many such indications. The book (II) ends with the General Election of 1924.

R. J.

NINETEENTH-CENTURY EUROPE: by R. B. Mowat. (2s. 6d. Nelson.)

The history of Europe in the nineteenth century has been told over and over again, in books small and large. One naturally looks to see what there is here that is new in treatment—newness in matter is practically impossible.

He takes the years 1815 to 1848 as the Thirty Years' Peace; and here he deals with the Industrial Revolution (which he puts in its proper setting as a world event) and the Greek Rising. He adds two interesting chapters on "Domestic Development" and "The European Intellect."

The rest of the century is headed "Nationality," and no better wide term would so well cover it. Here room is found for chapters on "The Origins of the Crimean War," "The Triumph of Junkerdom," "Russia," "Spain," "Life in the Lesser States," "The Policy of Security." It is plain that Mr. Mowat has departed from the more usual lines of treatment, and has introduced matter which,

though it is not new, rarely finds a place in small text-books. He has thoroughly justified himself in adding one more to the list of books on nineteenth-century Europe.

R. J.

A CONCISE HISTORY OF GREAT BRITAIN: by D. C. Somervell, M.A. (6s. 6d., or in two volumes, 3s. 6d. each. Bell.)

This is not quite a new issue. It is composed of those parts of Mr. Somervell's earlier "History for British Schools" which "deals with British history in the accepted sense of the words." It is issued in this form because "examinations are stubborn things"; i.e. because our secondary schools must prepare for examinations, and examinations in history in this country (such is the implication) are mainly "British." Great is the power of those who frame the syllabuses of matriculation, general, and "locals" examinations!

Mr. Somervell's histories have been noticed in these columns too frequently to need any special notice in the case of this volume. It is complete, from pre-Roman times to a "Conclusion" written in 1928. It has a score of maps, lists of dates, genealogical tables, a political diagram, and a sufficient index.

R. J.

MACHIAVELLI (2s. 6d.); Ugo Foscolo's **SEPOLCRI** (3s. 6d.); **GEMME E FIORI** (5s.); by Ernesto Grillo, Litt. D. (Blackie.)

Professor Grillo's three latest books are useful accessions to the library of the student of Italian letters. In "Machiavelli" Professor Grillo gives a clear exposition of the aims and ideas of the great Florentine statesman Machiavelli, whose writings marked the opening of a new epoch in the development of political science, though they were long misunderstood and earned for their author an unmerited name of infamy. Professor Grillo's edition of Ugo Foscolo's "I Sepolcri" is a worthy tribute to the memory of the great poet and patriot, Ugo Foscolo, who lived for many years in exile in England, and whose centenary was celebrated last year in Italy with every circumstance of honour and esteem. "Gemme e Fiori" is a pleasing anthology of poetry and prose; it strikes a new note of special interest, for it is designed to help the student to "an intimate understanding of Italian life, culture, and aspirations." C.

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(Continued on page 30.)

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nineteenth-century Europe, and who are inadequately dealt with, for reasons of space, in the usual text-books. Thus, says the author, "Roon appears rather than Bismarck" and "Thiers rather than Napoleon III." The men dealt with are the two Cannings, Kossuth, Jelacic, Mazzini, Cavour, Thiers, Roon, Andrassy, Gorchakov, King Carol, Stambulov, Nicholas of Montenegro. There is a portrait of King Peter of Serbia, and that country is dealt with in a chapter called "The Liberators of Serbia." In all, there are eleven portraits—very necessary accompaniments in such a book.

There are bibliographies added to each chapter. But Trevelyan's famous trilogy on Italy is not mentioned; only his "English Songs on Italian Freedom." There may be an excuse for this omission, but one wonders what excuse would be adequate.

R. J.

AN ELIZABETHAN JOURNAL, being a Record of those Things Most Talked of during the Years 1591—1594 (with 26 illustrations in collytype): by G. B. Harrison. (31s. 6d. Constable.)

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UNWRITTEN HISTORY. Book I—The Age of Stone: by Henry Rushton Hall. (2s. 6d. Nelson.)

This review is largely a second-hand affair. The first-hand judgment was made by a boy of twelve, who read the book through in an evening. It was brief but definite. The boy was one above the average intelligence, standing high in his class in history and English. First he found the book interesting, especially the central portion, about the life of the cave-dwellers; but, he added, this was perhaps because that part of the story was largely

new to him. He found the chapter on "The Work of Rivers" and the account of Flint particularly interesting—"and it's useful to know." The pictures, coloured or in plain line, he accepted without much comment. When asked, he answered that he liked them. A diagram showing river-terraces he approved. A double-diagram showing human periods, with words like "Mousterian," was discussed. Was it of much use? Was it not too full of difficult names? But he defended it. He thought it "very useful."

On the style he made no comment until directly asked. Difficult—oh, no. None of it was hard to read, and besides, it was interesting.

All this was told the present reviewer before he himself had read the book.

Reading it brought confirmation, if that were needed: for the intended readers are not adults, but boys and girls. And the judgment should stand without any addition.

R. J.

FOLK-LORE OF THE BRITISH ISLES: by Eleanor Hull. (7s. 6d. net. Methuen.)

Miss Eleanor Hull's latest book is the most complete treatise on British and Irish folk-lore that has yet been given us. It is the work, obviously, of an accomplished scholar, who is familiar with every possible source of information, and employs the most modern scientific methods in interpreting the results of research, while she herself remains delightfully human and writes in a manner that is as entertaining as it is instructive. The book will be read with as great interest by those who look upon folk-lore as an amusing pastime as by those serious students who regard it as a means of understanding not only the faiths and mentality of our primitive ancestors but the strange incongruities in ourselves and others that occasionally startle and perplex us. It would seem, indeed, that it is only on the latter supposition that we can explain ourselves to ourselves; for, as Miss Hull writes, it is probable "that in the minds of many of us there is a 'hark-back' to primitive Saxon or Celtic or pre-Celtic ancestors, which subconsciously affects our outlook on life." Miss Hull has gathered much of her material from sources that are accessible to few, even among scholars; this material is a valuable supplement to the great collections of Tylor, Mannhardt, and Frazer. C.

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E. Y.

Sources of Shakespeare.

SOURCES OF THE TEXT OF HENRY THE FOURTH: by R. P. Cowl. (4s. net. Elkin Mathews & Marrot.)

"The contemporary 'echo' is the best commentary on Shakespeare's text," says Professor Cowl in a note on one of the numerous "echoes" which he

has here set down. To quote this particular echo will be to illustrate his method. He quotes in the left-hand column "Macbeth," Act I, Sc. v, ll. 64, 65:—

"To beguile the time,
Look like the time; bear welcome in your eye. . . ."

and adds: "To 'look like time,' i.e. to comply with the requirements of the time, to temporise." In the right-hand column we read: "Daniel, 'Civil Wars,' VIII (1609), 89: 'He . . . *Lookes like the time*: his eye made not report Of what he felt within.'"

The left-hand column is consistently reserved for the original and the right-hand for the "echo." Thus the reader may find here not only "echoes" of Shakespeare but "echoes" in Shakespeare of other writers. Most of the examples given are in the two parts of "Henry the Fourth," though some miscellaneous examples from other plays are given at the end, like the one just quoted. The instances of Shakespeare echoing the Bible are particularly interesting. There are enough here quoted from "Henry the Fourth" alone to show that Shakespeare knew his Bible and appreciated its literary value. But the reader of this modest pamphlet will realise much more than this. Shakespeare seems to have been an omnivorous seeker of raw material. His classical allusions in "Henry

the Fourth" are shown by Professor Cowl to be sometimes "so scholarly that they cannot possibly have been understood by ordinary playgoers, while the thoroughness of Shakespeare's historical research "would not do discredit to a modern dramatist, though Shakespeare was actuated not so much by zeal for historical accuracy as by the natural desire of the artist to explore to the utmost the dramatic possibilities of his subject."

There is no doubt that Professor Cowl is doing in a modest and unpretentious way most valuable work in the cause of a Shakespearean scholarship based on facts and illuminated by inspired common sense.

R. L. M.

A New Sedley.

THE POETICAL AND DRAMATIC WORKS OF SIR CHARLES SEDLEY: by V. De Sola Pinto. (52s. 6d. net. Constable.)

Sir Charles Sedley is remembered by all lovers of poetry as the author of a few graceful lyrics, but the bulk of his literary output, including occasional poems, translations, and plays, has been hitherto accessible only to scholars in "scarce" editions of the eighteenth century. The last edition of his collected works was published as long ago as 1778. This neglect of one of the most representative of Restoration poets is now being splendidly repaired through the labours of Professor De Sola Pinto, who recently published a valuable critical study of Sir Charles Sedley's life and now gives us in two handsome and beautifully illustrated volumes what is certain to remain for a long time to come the standard edition of his works. Professor Pinto has performed what was evidently a labour of love in a thoroughly scholarly and efficient manner, and he has had the advantage of being able to tap for material some unpublished sources. Sedley's plays are transitional, drawing inspiration from the French models that came into fashion with the Restoration, as well as from the older drama. They owe something to the genius of Molière and observe the unities of place and time; but they have not lost touch with the Elizabethan tradition. They exhibit the usual echoes of Shakespeare, of which examples are noted by Professor Pinto, and rehandlings of situations in the Falstaff plays; the characteristics of Falstaff himself are distributed between two of the characters in "Bellamira." "The Mulberry Garden" would appear to have been written during the Commonwealth period. Professor Pinto adduces many evidences in favour of an early date. Moreover, there are one or two stage directions in the play that suggest that it was written for representation on a stage of the Elizabethan rather than of the Restoration type. The tragedy of "Antony and Cleopatra," on the other hand, is constructed on

the neo-classical model, though it, too, is occasionally, as Professor Pinto points out, reminiscent of Shakespeare's masterpiece on the same subject. "The Grumbler," a spirited translation of a sparkling French comedy, deserves all the praise bestowed on it by that admirable critic of the drama, the late William Archer. Professor Pinto prints a poem entitled "The Prologue to the Strollers," with a note to the effect that it was probably written for a company of strolling players whom Sedley met in this country. Is it not, however, possible that it was written as a prologue to a popular farce that long held the stage and was printed with the title "The Strollers"? But the well known eighteenth-century piece was not produced till more than twenty years after Sedley's death. C.

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T. S. P.

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C.

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Report of Adjudication Committee

We print below the report signed by Sir ARTHUR QUILLER-COUCH and Mr. FRANK ROSCOE, Chairman and Vice-Chairman of the Committee.

IN a competition covering the entire area of the British Isles and accompanied by the offer of valuable prizes it was to be expected that the entries would be numerous, but the reality went beyond all expectation. Nearly one million entry forms were requisitioned by teachers and more than eighty thousand were returned with specimens of handwriting for adjudication. Every specimen has been examined with care and the lists of prize winners may be taken as indicating the result of a laborious effort to select the best work.

The competition has given us a unique opportunity of assessing the character and quality of the handwriting in our schools. In the first place, we note that while the general level of each area is fairly constant there are wide differences between areas. In London, for example, the general standard seems to be higher than in the North of England, but that of Northern Ireland higher than that of the Irish Free State. Again, entries from the same school were of level quality, but the differences between one school and another were very great. The prize lists will show that in some schools there are many good writers, and sometimes it was a difficult task to choose the best of a uniformly good set.

In judging the entries we gave no special marks for one style as compared with another. Script Writing, Civil Service, Upright, and the older fashion of Copper Plate were all taken on their merits, the test being whether the work done showed a mastery of the pen with no tendency to become illegible when written quickly. As between two entries of otherwise equal merit we considered the "character" revealed. Script was often submitted, especially from London, and in the junior sections some remarkable results were seen. But it was observed that many seniors who wrote script were still clinging to the juvenile forms instead of devising neat links between letters leading to a clear and rapid running hand. A similar criticism attaches to the specimens of art or formal writing. Some of these were very beautiful of their kind, but they can hardly be regarded as within the category of handwriting in the usual sense.

We are convinced that teachers have the power to make or mar the handwriting of future generations, and we think that an effort should be made to arrive at some agreement as to the elements of a style which may be adopted everywhere. It should be easy to acquire, free from mannerisms, and based on simple forms which will endure the stress of rapid work, while having inherent qualities of legibility and good proportion. Consideration of the examples in this competition leads us to suggest that the best basic forms are round, not pointed, rather upright than inclined, free from exaggerated thick and thin strokes and from superfluous twigs and twiggles, each letter being always of the same form and size, with the joinings similarly uniform throughout, and with good space between words. We urge also that good handwriting should not be hampered by poor ink and unsuitable pens, such as are evidently now imposed on teachers and pupils. Nobody can take pride in working with cheap makeshifts, and these young writers deserve better consideration.

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES



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THE EDUCATION · OUTLOOK

AND EDUCATIONAL TIMES

FEBRUARY, 1929.

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 of the year brought the usual spate of conferences on education. Many excellent things were said, and some of these had been said before, but there was little discussion and still less attempt to set forth the results of painstaking inquiry. The conferences are useful chiefly as a general indication of the topics which are engaging the minds of those concerned with education. Thus we gather that the implementing of the Hadow Report is presenting many problems connected with religious instruction; with the position of the teachers in "central" schools and that of their colleagues in junior schools; with the reluctance of some parents to send children to distant centres; and also with the difficulties attending co-operation between authorities in adjacent areas. On the last point Mr. James Graham, the Director of Education in Leeds, made some useful suggestions at the North of England Conference. We may find ourselves compelled, sooner or later, to reduce very greatly the number of separate authorities for education, but in the meantime we ought to adopt Mr. Graham's plan for securing co-operation in the work of higher education.

Examinations.

The question of examinations is another burning topic. There were discussions on the School Certificate, on Free Place Examinations, and on examinations in technical and commercial schools. It was left for Sir Michael Sadler to make the practical suggestion that we should institute a thorough inquiry into the question of examinations. He proposes the appointment of a special commissioner, to be helped by a selected staff and charged with the duty of preparing a report. An inquiry is desirable for many reasons, among them being the recent progress of psychological studies. From these we may learn that the customary form of examination is not the best or only method of attesting the work of pupils or their fitness for higher education. We ought also to discriminate between School Certificate Examinations considered as tests of the results of school training and the entrance tests imposed by universities and professional bodies. Can the two purposes be served by one examination?

Broadcasting.

This month we print two contributions from opposite sides on the question of broadcast lessons in schools. Here is another matter which calls for a full and careful investigation. The account of the experiment in Kent is of little value to-day, as our anonymous contributor admits. It should be possible to ascertain beyond doubt what school children of different types and at different ages are able to comprehend and recall after broadcast lessons, where these are given under good conditions by attractive lecturers aided by perfect transmission and by good receiving appliances. In such an inquiry there should be no supplementing of the lecture by the teacher. Our aim should be that of discovering the precise value of broadcast lessons in themselves. At present it seems to us that the claims made for broadcasting imply a momentous error in our recent attempts to foster self-activity in children. Otherwise they compel the teacher to become an adjunct to an invisible authority.

The Towers Case.

The President of the Board has decided that Mr. John Towers may be recognised as a teacher in grant-aided schools, but not as a head master. The decision, though tardy, is welcome. We hope that it will presently be made more generous, and that full recognition will be restored. We have repeatedly urged that the President should act magnanimously in this matter, while admitting that Mr. Towers had acted with little discretion. Our legal correspondent reminds us that the Board's powers in such cases are exercised in virtue of an authority which is somewhat tenuous although valid enough. It is hardly clear that the Board can displace Local Authorities entirely. Legal powers apart, it is abundantly clear that decisions which affect the professional life of teachers should not be made in secret and without consulting representatives of the teaching profession and of the Local Authorities. Decisions made after open inquiry by a properly constituted tribunal would be easy to defend in Parliament. The withdrawal of the Board's "recognition" is tantamount to a sentence of death in the professional sense. In other callings removal from the register leaves open the possibility of employment in subordinate grades.

Pre-selection of Teachers.

This year's President of the Association of Directors and Secretaries for Education is Mr. A. W. Allen, of Hornsey, who is asking his fellow-officials to consider carefully the number of teachers likely to be required in each type of school. Here is a suggestion which breathes the very spirit of a zealous administrator with a craving for official tidiness. Manifestly it would be convenient if "every boy and every gal that's born into this world alive" could arrive ready-branded with the mark of some particular occupation. To the few who are born with silver spoons in their mouths let us add multitudes with more homely insignia between their toothless gums. Above all, let us have birthmarks of diverse patterns for teachers of infants, of juniors, of seniors, and of adults, with borders of gold, silver, copper, or tin according to the babe's fitness to deal in the future with pupils of different social positions. A careful consideration of the future needs of each type of school would then enable the local Director or Secretary, after obtaining the approval of the Board as provided in the Act, to mingle judiciously careful selection and discreet infanticide and thus ensure a supply of teachers exactly fitted to his needs.

Supply and Employment.

Mr. Allen and those who are inclined to agree with him should be on their guard against the over-early selection of teachers and especially against any attempt to allocate beginners to particular types of teaching work. For their own purposes they may rightly estimate the number of vacancies likely to occur at some future date, but it is extremely important that we should have available at all times a body of efficient recruits. In other professions no attempt is made to determine for the beginner the particular line he is to follow. The young medical student may not know whether he will ultimately settle down as a general practitioner or become a specialist in Harley Street. It may be said that the method of general recruiting is haphazard and wasteful, but so long as the prospects in any calling are made sufficiently attractive there will be a flow of recruits more than adequate to the official needs, and from them it will be possible to select the best material. Modern educational developments are tending more and more to obliterate the old divisions between different types of teaching work. We still maintain the absurd practice of measuring the importance of an individual teacher by the stature of his pupils or by the bank roll of the parents, while declaring at conferences and elsewhere that the earlier years are the most important in a child's life and that a wise community affords the greatest possible equality of opportunity for all its members.

Needless Employment.

As things are the supply of recruits is hampered quite unnecessarily through a lack of administrative good sense in the arrangements for the retirement of teachers on the one hand and the employment of beginners on the other. Young teachers leave the training colleges at the end of the summer term, but teachers are superannuated on reaching their sixtieth birthday or on some later birthday by special arrangement. The result is that the beginner, who has left college ready and eager to begin work, may have to wait for some months before a vacancy occurs. This state of things could be remedied at once if teachers were retired at the end of the year in which their sixtieth birthday falls. We should thus have the vacancies occurring at the same time that the newcomers are available. It is true that this plan involves a little extra cost in salaries, but the money would be well spent, since it would remove one of the greatest present obstacles to the supply of teachers. It is, perhaps, difficult for officials in London to realise how the failure of a young man or woman to obtain employment on leaving a training college becomes a matter of concern and adverse comment to a wide circle of contemporaries and of younger people who may have been thinking of taking up teaching.

The President and Teachers of Art.

In his interesting address to the National Society of Art Masters Lord Eustace Percy said some wise things concerning the importance of maintaining a close connexion between the teaching and the practice of art. He urged that the art master should continue some form of creative work to guard against his teaching becoming over-mechanical and abstract. This was good counsel, supported as it is by the history of artists in the past. It may be said, indeed, to apply to every form of teaching work. In seeking to adopt the President's advice the teachers of art will find themselves handicapped by the present regulations regarding superannuation. These will be found to demand from the applicant for a pension evidence of what is called "whole-time teaching" and, in practice, the art master must either sacrifice his prospects of a pension or devote so much time and energy to the needs of his pupils that there will be little left for the pursuit of creative work in any form. The remedy that suggests itself is that the pension of a teacher who is not working "whole-time" in the official sense should be reckoned according to the proportion of time given to teaching as compared with that required to earn a whole-time pension. This *pro rata* method would give satisfaction to teachers of drawing, music, and other subjects of the same kind and would encourage them to follow the excellent advice of Lord Eustace Percy.

AT THE HIGH TABLE.

[Under this heading appear from time to time articles from eminent men and women concerning different aspects of education. The following article is from the pen of Mr. P. A. Barnett, M.A., formerly His Majesty's Chief Inspector for the Training of Teachers and Inspector of Secondary Schools. As Principal of Borough Road College, Mr. Barnett was a pioneer in the introduction of University studies in training colleges, paving the way for the establishment of University Departments of Education.—EDITOR.]

II. The Schools and Broadcasting.

BY P. A. BARNETT.

Teachers may view with some detachment the Devil amongst the Tailors, the tempest-raising Listener amongst the newspaper magnates and magazine proprietors. "Injuries done to the gods are the gods' concern." To be sure, if teachers have themselves ventured on the sea of authorship, their humble barks may be torpedoed by the competing U-Boats of the B.B.C.; but in the B.B.C.'s descent on the schools all teachers alike have a serious menace to face as custodians of fundamental principles of their calling.

Perhaps the one maxim which even offensive pedagogical jargon cannot discredit is that the effective teaching of young people depends almost wholly on the personal relations of teacher and pupil. The true type, we are told, of intelligent teaching is intelligent conversation—*veras audire et reddere voces*—and just as every child is a separate person calling for separate consideration, so every class has its own character and temper, and it is the teacher's business to turn this to account. Teachers who lecture their boys or girls are not good teachers. In between the fantastic extravagance of Do-as-you-like and Go-as-you-please on the one hand, and the rigid exposition of the text-book and the drone of the lecture on the other, is the Give-and-take of teaching, observant of the moods of a class and sensitive to its calls.

A voice coming from a machine, even if its prescriptions are subsequently interpreted and supplemented, its matter peptonised for immature digestions by an attendant teacher, has an inhuman impersonality deeply injurious to the common life of teacher and child. Its suggestion of magisteriality, its dominance over the teacher, are bad discipline. In good teaching even the best text-book is nothing but a text, to be treated by teacher and class as of less importance than the intelligent proceedings for which it provides a framework.

Of course, it is contended that the lessons given by the Loud Speaker (an offence in itself, this Loud Speaker) are not meant to be more than means to set a class thinking and to give material for the teacher to work upon. But teachers do ill to commit themselves to the first comer whom even the B.B.C. may impose upon them; they do well to dis-

trust the judgment of even eminent speakers in dealing with multitudinous and heterogeneous groups of unseen and unknown children.

For certain purposes the Broadcast can be of immense value in the school over a limited area: to supply authentic patterns of foreign speech; to present orchestral or instrumental music of high quality beyond the school's competence to provide for itself; more rarely, for conversational guidance from an inspired and experienced teacher like Sir Walford Davies. But if we commit ourselves to its routine courses we surrender a large part of our rights. We must take what the B.B.C. gives, not what we know, or think, that we want. Between this text-book and that we can discriminate; and from an adopted text-book we can choose matter or reject it as our occasions need. But the voice from the Loud Speaker cannot be challenged. *Roma locuta est; causa finita est.*

Time and good sense (it matters not whose—perhaps it is everybody's) have saved us from an excessive and burdensome uniformity. The schools have been left almost entirely free from interference by authority in matters now threatened by the projects of the B.B.C. The Board of Education, who have prescription, tradition, experience, and *expertise* behind them, do not impose syllabuses, reserving merely, and not unreasonably, the right of criticism. Why should teachers seek a new servitude? Eminent as are so many of its members and staff, the B.B.C. is not qualified to propound syllabuses which shall be final for all schools and sundry. Everyone has heard, and derided, the French Minister of Public Instruction who boasted that he knew at any particular moment the lesson that was being given at all the *lycées* and *collèges* in France. It is extremely unlikely that Lord Eustace Percy would proclaim such a fact as a glory of the Board over which he presides to-day. If ever a school puts itself into the hands of an organising body outside itself it is liable to subject its own corporate individual life to alien interference. Its time-table is the chief index to its associated activities; what will happen when head masters, in the throes of constructing this portentous instrument, are called upon to accommodate themselves to the needs of

Sir John Reith's programme, to the disposition of the time of the distinguished persons who stand before Sir John's microphone? One would think that it is enough that a head master has to measure and co-ordinate the claims of his staff's "subjects," the availability of classrooms, the inter-relations of staff work, and the score of perplexing details that are worked out so painfully in the resulting document. Why drag in the B.B.C.?

It is admitted that wireless can be made, by strictly limited application, a very valuable adjunct to the means by which the school works. But strict limitation is important for another reason not yet mentioned. As there are cinema "fans," so there is growing up a race of wireless "fans." The undisciplined cinema is corrupting truth; wireless may come to be all that the child will willingly listen to. And it comes to us with a sort of pistol to our heads. It proclaims, for instance, its lists of authorised pronunciations, ostensibly for itself, to be sure; but its heavy authority, its enormous area of influence, must needs tend to impose upon others the rules it makes for its own household. There is every reason, no doubt, why all "announcers" should use the same language. But there is no reason why, even if querulous letters reach the B.B.C., the B.B.C.'s *disputable vagaries* in pronunciation should be forced on the notice of the rest of us.

One last word about the unwisdom of leaving the school unprotected against the presentation of unsuitable and mischievous matter by ignorant microphoners. What teacher in her own live classroom would read to her boys and girls, as a B.B.C. reader did to an audience of children, the poignant verses of Dr. Bridges, physician, philosopher, and poet, "On a Dead Child," with its sombre and terrifying ending?

"Ah! little at best can all our hopes avail us
To lift this sorrow, or cheer us, when in
the dark
Unwilling, alone we embark,
And the things we have seen and have known
and

Have heard of, fail us."

What teacher does not know the abysmal depth of the error which regards what is written *about* children as for that very reason fit for their use?

No; education, in its restricted sense, by the B.B.C. is best confined to adults. Adults are wandering sheep, without shepherds, without folds. Adults bring into stock a desire for knowledge itself and a thickness of skin that are not the children's dower. An immense field lies here for the B.B.C.'s steam-ploughs and great machines. But for the reasons given, and for others, too, teachers must not allow themselves to be relieved of their responsibilities and shouldered out of their jobs.

THE OTHER SIDE.

Following Mr. Barnett's article, we print one which is written by a Local Authority official, who desires to remain anonymous. Our readers will be able to judge for themselves as to how far the critics of school broadcasting are answered.

The Teacher and the B.B.C.

The interesting opinions which have recently come to light regarding the advisability or otherwise of using wireless sets in schools have brought the subject once more to the fore in educational circles.

Before commenting on these views we may pause to examine the present position of school broadcasting. Since the now famous experiments made in Kent in 1927, many changes have taken place. The programmes have improved. Experience has shown which type of broadcast lesson "gets over" with greatest effect. Certain lecturers have shown themselves gifted with just that tone and manner which establishes a vital intimacy at once between themselves and their listeners.

Again, receiving apparatus has improved considerably, particularly in the construction and design of loud speakers. Early experimenters found that the "directional effect" of the horn speaker made this type of instrument unsuitable. The recent improvements in cone loud speakers now ensure that the pupils sitting in the corners of the classroom hear as distinctly as those in front of the instrument.

Teachers have naturally been timid in purchasing sets when so many conflicting reports have been published. The introduction of inexpensive sets which can be operated entirely from the electric light mains has done much to disarm the bogey of "maintenance," however, and the possibility of obtaining sets which can be carried complete from room to room is now interesting teachers. A word of warning may be added here. The ordinary portable set, "suit-case" or otherwise, is not designed for continuous running over long periods. The capacities of the batteries are limited by their size and weight, and the current consumption must always be far greater for a set which is not connected to an outside aerial and earth.

If it is essential that the set be carried from room to room, two alternatives present themselves. An extensive wiring system may be adopted, the set itself remaining fixed, or, alternatively, a frame aerial set may be used. The latter type of set will be semi-portable (sometimes termed "transportable") and, though resembling a portable set in most ways, it will be heavier and larger, as pro-

vision will be made for larger and more efficient batteries. Such a set can be carried easily from room to room, though it will usually be too weighty to carry far. In the writer's opinion, the ideal set for schools will be mains-driven and also transportable. Such a set would merely require plugging-in to the electric light socket in any room.

We may now examine briefly the severe criticisms which have been levelled at the B.B.C. for providing programmes of any kind for use in schools. Recent critics have charged the B.B.C. with an attempt at standardising curricula. Teachers of the future, they say, will mould their curricula on the programmes issued by the B.B.C. The teacher will become merely assistant to the broadcast lecturer, and his spare time will be spent in overalls attending to the "supply."

Although broadcast lessons may have a very definite part in the school curriculum, few people will agree that they should be spread over the whole time-table. No broadcasting corporation can ever take the place of the teacher in the school. In fact, it is generally true that the broadcast lesson fails to justify itself unless the information received by the children is such that it could not have been given by the class teacher.

There are, however, numerous instances in which selected people are able to talk to the listening class in a manner quite beyond the scope of the ordinary teacher. There is no substitute for experience, and no one can talk of a distant land quite as the person who has lived and travelled there. Experts in various subjects are able to talk to their hearers in a way which defies both text-book and class teacher, and through the microphone the pupils of the humblest schools are able to sit at the feet of the most expert teachers in the land.

The B.B.C. cannot force its programmes on the schools. The choice here remains with the teacher just as much as it remains with the individual in the case of lectures to adults.

It is obvious that programmes cannot be supplied to suit every class in every subject, but the day when the whole school assembled to listen to the broadcast lesson is over. The wise teacher now chooses the subject and the class. Twenty or thirty pupils listen regularly to series of lessons which are closely connected with their ordinary work and which broaden and enlighten their views of these subjects until they really "live" in the minds of the listeners.

Teachers should realise that the future of school broadcasting lies chiefly in their hands. Until the schools make the experiments and furnish the authorities with reports and suggestions, progress must be slow. The Broadcasting Corporation is waiting for this help and is always eager to consider suggestions made by teachers.

CHILDREN ONLY.

By STEPHEN SOUTHWOLD.

Several societies, including the British Instructional Film Co., are giving considerable thought and attention to the subject of children's films. Other societies, and theatrical associations both amateur and professional, are making inquiries for children's plays. A well known firm of publishers recently circularised writers of children's books asking for stories especially written for girls of fourteen and fifteen.

With regard to the films and plays, little so far has been done except, in the case of the films, a suggestion that there should be an appeal for funds.

It is doubtful whether films made exclusively for children would pay, since it is probable that children do not want them. The same doubt has always existed in regard to children's plays, but it remains unsolved for the simple reason that children are taken to children's plays more or less willy-nilly. Further, the plays of the adult stage are often unsuitable for children.

With the exclusively children's film, however, the case is altered. Children go to the pictures alone. Moreover, many of the adult films are suitable for youngsters, e.g. the Nature film, the Chaplin, Harold Lloyd, or Buster Keaton film, the Travel film, and so on. Would children choose to go on their own to an exclusively children's picture-house? I think not.

The real test of children's plays and children's films is not—Will the youngsters be taken? but Will they go alone?

With the question of children's stories much the same difficulty arises. The publishers who asked for stories for girls of fourteen and fifteen were asking for something for which the market is already dead. Children to-day are more literate and mentally alert and mature than formerly. Girls over twelve want to read what their mothers and elder sisters are reading. Boys of the same age prefer true stories of exploration and technical articles about motor-bikes and wireless.

The people behind the children's film and play movements would do well to walk very warily. There is no sentiment about the laws of supply and demand.

Another Empire Tour.

Empire Tours for schoolboys are starting off so frequently nowadays that it is difficult to keep track of them all. Yet another party of forty-five boys left London last month for New Zealand, under arrangement with the School Empire Tours Committee. Mr. G. R. Darling, of Charterhouse, is in charge of the party. The boys are due back on May 18 next.

HISTORY TEACHING REBORN.

BY FREDERICK J. GOULD.

II.

Having marked out the great norms of history as (1) Human geography, (2) Industry, (3) Art, (4) Science, (5) Social order and progress, and having persuaded the teacher to present the record in a very few (perhaps only three) periods, I propose a rule for each period:—"Consider the five norms, and select from each such illustrations as will enable young minds to form a picturesque conception of, and to pass simple moral and intellectual judgments on, the things and people of the given age." Let us take the Early Age, from primitive man to about 400 A.D.

1. *Human geography*.—Domestication of dog, horse, cattle; resistance to wild beasts; cultivation of wheat, olive, palm; uses of stone, bronze, iron, gold, silver; climate and agriculture in typical regions, Egypt, China, &c.; path-making.

2. *Industry*.—Wheel; tools; use of fire; building; clothing; weaving; pottery; handmill; boats; travels of discoverers and merchants.

3. *Art*.—Sketches from Homer and general Greek story-lore, and from Indian poetic sources; simple information about Greek and other dramas and "mysteries," and festivals; and (with pictorial aids) about temples, sculpture, costume, Egyptian, Greek, Roman, &c. These themes may be preceded by glimpses of pictures, carvings, &c., by early man, and by modern "primitives" in Africa, Asia, &c.

4. *Science*.—Number; use of fingers, pebbles, abacus; measure, as in Roman foot, mile, &c.; weights, balances; time measurement by dial, water-clock; simple notes on sun, moon, stars, calendar of days and months; simple notes on hygiene of Jews, Greeks, &c., and on general nature outlook (earth, air, fire, water; sun going round earth, &c.).

5. *Social order and progress*.—Family life and slavery (for example) in Rome. Law illustrated in the life and manners of Greece and Rome; and from Rome may be derived outline notions (note the Latin terms) of City, Republic, Colony, Empire, Tribute, Conquest, League, Treaty, Covenant, Pact, Conciliation, Arbitration, &c. Interesting and amusing talks may touch on simple etymology—a subject of social value, at present singularly neglected. Descriptions of barter and coinage (another important topic, at present neglected). Religion in its social aspects, as, e.g., in Greek or Hindu ceremonials. In all these spheres, most instructive facts may be drawn from the higher types (now happily abundant) of works descriptive of so-called "backward" peoples in Asia, Africa, &c.

This is an enormous programme. I rejoice in its

enormousness, and proceed to make some necessary comments.

(1) Teachers vary much both in taste and in command of materials. Therefore, let each teacher choose from each of the "norm" fields such topics as yield the most useful and pleasant exercises (in the circumstances) for instructor and instructed, whether with respect to the oral lesson, or to the aids rendered by drawing, modelling, playlets, music, out-of-door activities, &c. The vital point is to develop the historical sense. Even in dealing with what may seem the naive and limited theme of the horse, the historical sense (relatively to the young mind) may be unfolded by the tale of its taming, industrial uses, social uses, uses in trade and travel, and association with romance, poetry, sculpture, &c.

(2) Anybody who considers the five groups of illustrations above given, and who adds others for the early and ensuing times, will see that the five norms involve a large geography. If I had my way I would, for ages up to fourteen, abolish "geography lessons," and make geography emerge, in a living mode, through maps and descriptions implied in the development of those five normal outlooks. It is also obvious that other time-table "subjects" are comprised in our survey of history.

(3) The factor of biography, without which no history, for young or old, has a valid message, will be treated in the third article. As a public storyteller to youth in Europe, India, and America, I am not likely to underrate this factor.

(4) In these days of Froebelian and Montessori training, I am confident that any intelligent teachers of ages up to ten will see, in my five groups of illustrations, innumerable opportunities for preparing kindergarten pupils for the history lessons suited to ages eleven to fourteen to fifteen. Such teachers, I am sure, will understand my statement that they may efficiently initiate the historical sense. The British school-world of 1829 would have been bewildered by the statement, but 1929 is wiser.

(5) Our Board of Education has recently advised us to raise the literary value of books used in schools. A glance at the five realms of history which I have indicated will rapidly suggest refined types of books, from Homer and the author of "Ruth" to Lady Gregory and W. H. Hudson. Many more bright worlds await conquest by the golden pens of the future—the story of Bread, the story of Music, the story of the Family, the story of Healing, the story of Co-operation, the stories of a hundred-and-one other noble things. I dream of a library constructed by the best genius for British youth and World-youth.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

II.

It may be that the truest conception of creative work is this: that all work is creative in its own nature. Two young children, each making a curve or a line with a crayon, express in such a simple first effort differences of execution that are individual. From the first there are differences, whether slight or great, marking out the individual that is, in every case, unique among the species to which it belongs. There is no proof of absolute identity between human beings, not even between what are called "identical twins." The individual is always unique. And this uniqueness sets its mark on everything that the individual does, even in acts of conscious imitation. A dozen children repeat a dance movement, or a line of verse, or line of writing, in the effort to reproduce exactly the model set them. In this they all fail. Not one of them quite reproduces the teacher's step, or intonation, or trick of penmanship. Always there are differences.

Now creative work is just this expression of human individuality. We do not rate highly every form it takes. Some forms are merely curious, some are repellent. Some we rank high in our scales of values, some we rank low. The high examples we analyse and study, and from them we form a body of doctrine, a text-book of technique, which furnishes our schools of art and literature, handicraft and music, with criteria for judgment and with hints for teaching.

The civilised world has not advanced very far in its methods of fostering and developing creative work as such. In the power of handing on technical knowledge, and to a less extent technique and craftsmanship, we have achieved a great deal of success, because we knew what we desired, we knew how to teach it, we believed it to be teachable. The Jewish boy learning to recite the whole Pentateuch in Hebrew, a scholar memorising the multiplication table and then passing through text-book after text-book in mathematics, till all the stock "book-work" of the calculus is safely stored in his memory—these are examples of human success in imparting repetition skill and repetition technique. Such individual peculiarities as may show themselves in the doing of the task are irrelevant to the purpose in hand. That purpose is to impart and to pass on to another generation a thread of the fabric woven through the ages.

To concentrate here upon the purpose in hand, the transmission of knowledge and technique to an apprentice, is right and necessary. If the needs of our civilised life, and the limits of learning capacity, are filled and reached by this repetition

work, then the negative method of leaving creative work to "happen or not" is all that we can achieve, and the future of respectability, of tradition, of robotry, seems assured as well as may be. Yet even here the human tendency to vary, the uniqueness, shows itself. For not only does every pupil copy with a difference, but every teacher imparts with a difference, even if he is only imparting a multiplication table. Moreover, not only is every man born or bred with a Puritan inhibition to carry through life, but he is also born or bred with a Bohemian urge towards expressions, some of which we call artistic. The contest between these two *daimons* is the key to many a life-story. Society rightly fears and mistrusts its natural Bohemian enemy, and increases the rules and inhibitions; or, if we should prefer the image, builds high its walls around Bohemia, as if to keep out a torrent.

But this is only one of two ways of meeting a torrent. To build a dam is the first obvious method. There is an assumption here, that the flood is in its nature evil. We are few of us Tolstoyan enough to condemn almost all art as evil. We accept and praise much of the work of the flood. We know, in fact, that the creative impulse is not evil in itself. The trouble is that it takes little heed of accepted social codes.

How much of this instinctive defence by the Societies of Men is behind our hesitancy over encouraging creative work in our educational establishments we do not know. Consciously, very little; subconsciously, much, no doubt.

The conscious difficulties and objections are of a different kind. Schoolmasters and schoolmistresses tend to become pedagogues and schoolmarmes. From the nature of their occupations they are not usually of the artistic or creative type. The schoolmaster must be "safe." As Mr. Wells has it, he must "stay put." Here is probably the first difficulty.

Next to that is a right and honest suspicion of stunting, window display, egoism parading as altruism, self-advertisement. To all these charges one is open, and rightly so, in any attempt to develop creative work. The honest and efficient teacher who knows his task and does it rightly looks askance at any "fads," the newest as the oldest.

Coupled with this is sheer professional negation. What is outside the syllabus and the curriculum is outside, and should be kept there. So many working hours in the week, so many subjects. We are full up: as we have always been full up. We were full up in 1870, in 1880, in 1890. We shall be full up in 1950.

VILLAGE EDUCATION.

BY MRS. O. DYTE.

[The writer of the following article resides in a remote village, and deprecates any attempt to create a class of "rural teachers" charged with the duty of "helping agriculture."—EDITOR.]

It is a feature of our modern bustling manner of life that reforms in all directions are constantly sought, and just now efforts are being made to "speed up" education.

Elementary schools are gradually coming under a new system of organisation, and now there is talk of special training for "rural teachers."

A Committee of the Board are at present considering this matter. Their report is not yet issued, but when it appears it will interest all country dwellers.

Any attempt to divide the teaching profession into "urban" and "rural" teachers would be bad alike for teachers and children, just as any attempt to "help agriculture" through the schools would be harmful, since it would take time which should be given to a sound general education.

The object of all education, whether in town or country, should be to encourage breadth of outlook—to teach the child to think for himself and to see the things of life in their true proportion.

Nowhere is this type of education more needed than in the country, where the outlook of both adults and children is narrow in the extreme. No one who has not lived in it can realise the narrow pettiness of a typical country village—the gossip and scandal, the magnifying of trivialities into mountains, the preoccupation with one's own little world—the world of agriculture.

Country children are brought up in this atmosphere. Little else but local scandal and agriculture are talked of in their homes, and they see little but the processes of agriculture all round them. They are bound to "learn agriculture" whether they will or not, and many have to work at it in their out of school time.

What these children need in school is not lessons in how to "help agriculture," for, granted that most of them are potential farmers and farm labourers, this is no reason why they should never have a thought beyond agriculture.

If they are to be agriculturists there are schools, colleges, institutes, and evening classes when they have left the elementary school. The work of the village school is not to help agriculture.

Then there is the question of the teachers.

To train and label a set of people as "rural teachers" is to condemn them for ever to the

narrowing influences and limited social circle of village life. Keen and wideawake as they may be, in a few years the moss begins to grow, and they narrow their outlook to that of the village instead of widening that of the village to meet their own.

A better plan would be to arrange a system of temporary exchanges of posts between town and country teachers. Such temporary exchanges between teachers at home and in the colonies are recognised and approved. Could the plan be extended to town and country teachers? It would give a new lease of enthusiasm to the rural teacher to work for a time in a town school with its opportunities for new ideas and extra classes, and, similarly, the town teacher would understand (perhaps for the first time) what life is a country village is really like.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

February, 1849.

"Anybody who can read can hear a task repeated whilst he holds the book in his hand; anyone who can write can superintend the writing of a copy; it requires no vast amount of knowledge to examine some arithmetical calculations, especially with a key to the questions; a very slender acquaintance with the classics, or with a foreign language or two, will enable a teacher who has tact to get on with a class; and if he or she happens to be entirely ignorant of any of these, an assistant, or occasional master, may be found to supply the deficiency; *therefore, anybody may keep a school*—ay, and with credit, too; if he send home copy-books guiltless of a blot, exercise books carefully written, ciphering books flourished *ad unguem*, and furnish the memories of his pupils with vast accumulations of facts, it will be his own fault if he be convicted of any professional deficiencies, even should he be utterly ignorant of the nature of the mind. Not one person in a hundred or, we might safely say, in a thousand will look out for or observe the development of the intellectual faculties of his child. Provided he be a clear writer, a ready reckoner, and have a smattering of French and Latin; if he dance gracefully, and give a satisfactory account of the bill of fare, his mother will be happy and his father contented; though his judgment be unimproved, his taste uncultivated, his reflection unexercised, and his reason untaught. With whom, then, does the fault lie? Assuredly with the public. The schoolmaster supplies the demand, and a demand of this kind supplies the schoolmaster, *à souhait*."

LETTERS FROM A YOUNG HEAD MASTER.

II. Time-tables and other Trials.

My Dear H.,—Your encouraging reply to my last letter came at the moment when I most needed encouragement. Everything was prospering when I wrote last, but immediately afterwards I dived straight into the troubled sea of time-table making.

It was my own fault. There are schools, I know, which dispense almost entirely with time-tables, but, having a new school to build up, I funked that experiment. Before term, with the aid of members of the staff, I had drawn up an elaborate time-table. But the senior half of the school consists of boys transferred from T— School. I rashly promised that if any of these cared to apply immediately for a biased course I would arrange it. Over 80 per cent. of them did so. Result: time-table making had to begin again, and, as the staff was now teaching, I had to do it alone.

What a game! In place of four straightforward forms of seniors I have now fourteen separate sets, each with a time-table of its own. My juniors were already organised in sets, so that altogether my school of 280 now consists of twenty-eight sets. Nominally a set consists of ten boys, and the juniors come near that (though owing to our large enrolment every set is over strength), but among the seniors the numbers vary from one to fifteen.

You can imagine the labour involved to ensure for each set its proper amount of English or maths. or history or what-not, and (most important!) to provide the right teacher for the right boys at the right time. However, I am through the job in a fashion, though I've had to neglect the finer points of time-table making—distribution of strain and so on. That's a task for next term.

The great and perpetual virtue of the work is that it has enabled me to rough out a first plan for the organisation of the school as it will be when we attain our full complement. Ultimately, I am assuming, we shall have about forty sets, twenty junior and twenty senior. The juniors will be doing a course comparable with that taken in any ordinary secondary school during the first two years, except that much more time will be given to art and craft work, and consequently much less to the usual school subjects. (How we propose to get over the difficulty of decreased time for these latter I'll tell you later.) The seniors will be taking biased courses. That is already happening, thanks to the general desire among my present seniors to take special courses.

Also (great are the advantages of killing two birds with one stone!) the difficulties of remaking the time-tables have enabled me to drive in the

thin end of a wedge with which I hope in time to break down the mass teaching tradition. I was compelled here and there to group for teaching purposes under one master sets of boys of differing standards. Individual work will be obligatory in such classes.

The staff have had full warning of my intentions, so that they will be prepared for the worst when it does happen. My aim is to have individual work throughout the senior half of the school, except where community activities demand a crowd.

In a way I've enjoyed the whole business of time-table making, in spite of its moments of despair. But I'm glad its over, for it entails a very serious consequence which has worried me greatly. When you're penned in your office for hours on end you can't get to know your boys. Has it ever struck you how easy it must be for a head master to become little more than an organising clerk, dealing everlastingly with names and figures instead of with real flesh and blood? As yet I feel there is one thing lacking—the one thing—I don't know my boys.

Some of them I know very well. There are some who come to see me daily, and who are already familiar friends. There are others whom I hardly know at all. I long to be intimate with the work, the play, the hobbies, the interests of every boy.

Not otherwise do I feel that a head master can be doing his job properly. And there are lots of other things I want to do. I want to know the schools my boys have come from, and something of their home environment. I want to get to know the industries of the city, so as to be able to place each boy advantageously when the time comes for leaving school, to get to know the conditions under which they will have to work and the prospects each industry can offer. How else can I provide the best education, for I must know what has gone before and what will come after in order to be able to arrange my centrepiece properly?

Most of all, I want to feel a soul in my school. I want it to be not simply a place where boys are taught useful things, but a place where they cannot avoid coming into contact with the highest ideals, and being influenced by them. My boys are splendid fellows, but at present I cannot but observe a hard note of materialism in their outlook. They are here to be educated up to a good job. As a parent said to me to-day, "There's money in music." Heaven send I can show there's something infinitely greater as well.

Yours ever,
G. S.

EDUCATION IN NORWAY AND SWEDEN.

By H. J. FELLO.

Norway and Sweden were ruled by the same king from 1814, but became independent nations in 1905. In 1814 Norway possessed four higher classical schools called "Cathedral Schools," which name implies not only their origin, but the close connexion between religion and education in Norway, where all teachers must belong to the Lutheran church. The four schools referred to continued to be the sole purveyors of intermediate instruction till near the end of the century, when middle schools and gymnasia were provided. At the present time the country offers a seven-year elementary course, a four-year middle course, and a three-year gymnasium course, with a mathematics and natural science side and a languages and history side. All classes of private schools are subject to regulation and inspection. Teachers in Norway are highly regarded.

There is one University, that at Christiania, which was founded in 1811, and gave an impetus to the movement for freedom from Denmark which came about in 1914.

In the schools of Norway the language of instruction is, of course, Norwegian, but it may take either of two forms—"rigsmaal" or "landsmaal."

Rigsmaal is the normal Norwegian language; "Landsmaal" is the creation of a Norwegian philologist, Ivar Aasen, the son of a peasant farmer, who acquired the mastery of many languages in the middle of the last century. In 1850 he produced his famous Dictionary of Norwegian Dialects, which was a masterly construction of a popular tongue based on prevalent dialects. Setting out on his task with a desire to expel Danish words from the Norse tongue, he found himself the one man in history who invented, or rather assembled, a language now used by Church, School, and Stage.

In Sweden the connexion between Church and State is so close that both are under the same department. The educational framework has lately received some reconstruction, so that the latter includes six years' elementary, four years' secondary, and three years' gymnasium. In the last-named specialist studies may begin by concentration on Latin and humanistic studies, or modern linguistic or natural science. Sweden, it will be recalled, was the first country to introduce manual work into the elementary curriculum.

There are four universities, Upsala (1477) and Lund (1688) are the oldest.

Those at Stockholm and Gothenburg were founded later by private benefactors, but in both the President is appointed by the Government. Stockholm, owing to its variety of scientific institutions, is now the most crowded of the Swedish Universities.

OUR MONTH'S PICTURE.

The Hive Bee.

Like other insects, the hive bee breathes through a series of small openings in each side, known as spiracles, from which tubes carry air through the body.

The queen is the chief of the hive. She is fed, guarded, and cared for, concentrating her own energy upon her eggs, of which, in her prime, she may lay 3,000 in one day.

Of the hive-dwellers, the worker, an undeveloped female, is best known, but her structure is a collection of marvels. The tongue is formed in parts that act separately, or fit together to make a tube through which nectar is drawn into the honey-sac, whence, as honey, it may pass into the chyle-stomach and form bee-milk to feed the larvae, the queen, and the drones. Or the honey-sac may be emptied, at once, into a store cell.

Beneath the body of the worker and the rings which cover it are six broad and shallow hollows covering the wax glands. For wax production, the bees hang themselves in festoons, and for some hours a high temperature is generated. Thus the wax scales are secreted, and each bee draws out her own with nippers on her hind legs, masticates the wax, and uses it for cell building.

Only the worker carries a sting, transformed in larva-hood from what in the queen is an ovipositor (used sometimes as a weapon, to thrust into the spiracle of a rival queen, to cause her death). The drone has no sting.

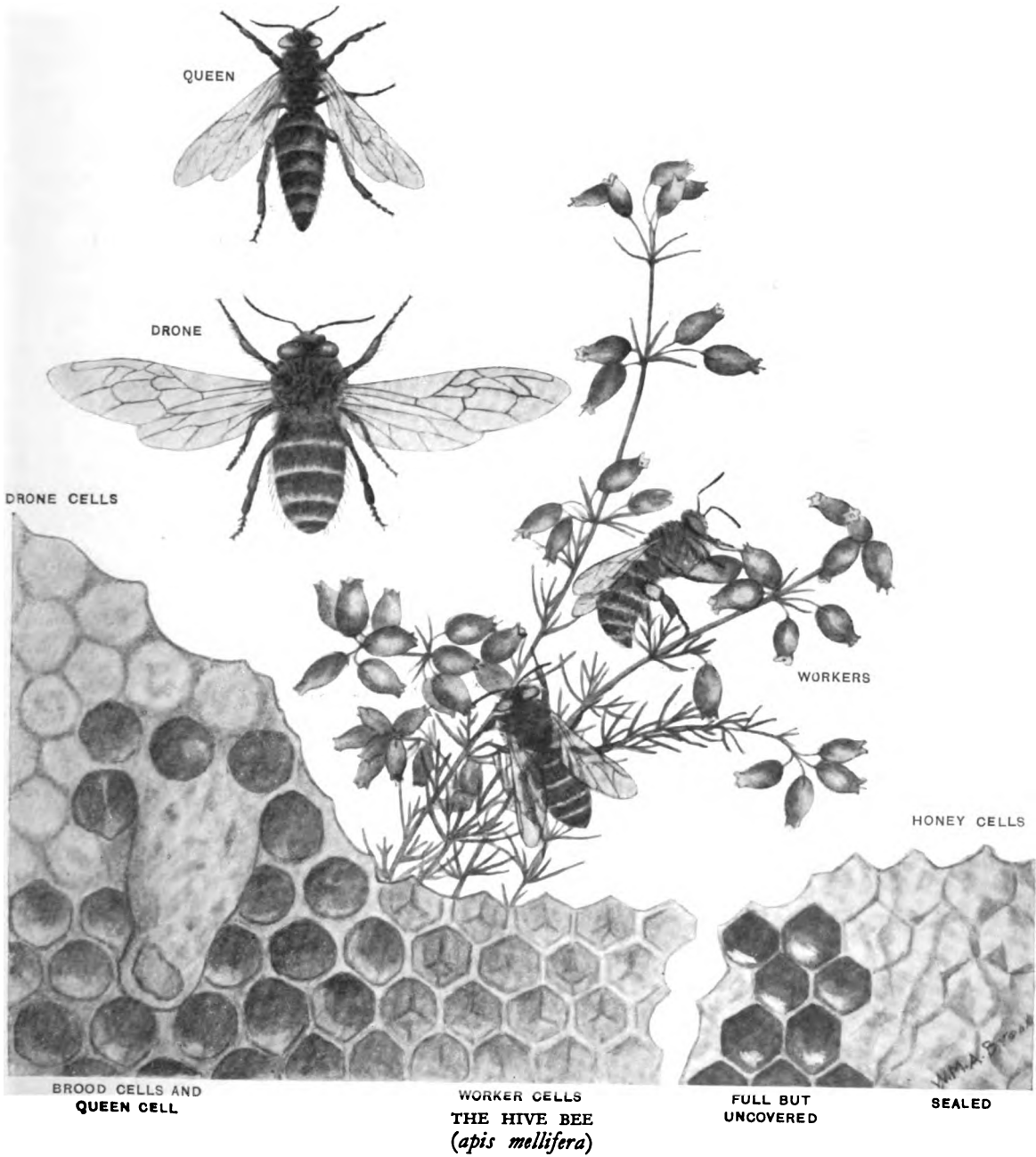
The youngest bees do the feeding at home. Next they collect pollen, using the methods employed by the humble bee, with the help of combs and brushes on their feet and legs. Afterwards they bring in honey, clean, tidy, and ventilate the hive, guard the entrance against wasps and other intruders, brush the pollen bearers, and groom young bees for their first flight.

The male, or drone, is large and robust, but well cared for. He eats freely from the stores and is fed regularly with bee milk. Each sunny noon the drones take their flight, seeking for a queen for marriage.

With so large and continuous an increase of population the summer swarms become necessary, and may be started by the presence of a newly-hatched queen.

M. L. BROOKE.

THE "EDUCATION OUTLOOK" PICTURES



Drawn by Winifred Brooks



CREATIVE WORK IN STORY-TELLING.

[We have asked Mrs. Rosa Hobhouse, well known as the author of "The Diary of a Story Maker" and of "Story Making," to write a short series on Creative Work in Story Telling. In the following she treats of the use of incidents as suggesting tales, and later articles will deal with "The Story Maker's Philosophy" and "The Scope of our Intention." Each article is accompanied by an illustrative story.—EDITOR.]

I.

Incidents suggestive of a Tale: "The Master Craftsmen."

Stories, like plants, often grow from tiny beginnings. This will be one of the discoveries which we shall make as we seek to cultivate the art of story-making.

In his essay which appears as an introduction to "An Anthology of Modern Verse," Robert Lynd says:—"It is difficult to remember what was the first literature one enjoyed as a child, but I feel reassuringly certain that it was in rhyme. No child who ever lived in an old house with a clock like a tall wooden tower beating the seconds at the turn of the stairs, but must have owed one of its first thrills to 'Hickory, Dickory, Dock.' To know the rhyme was to live with a clock that might become a mouse's race-course. It made the stairs even more intensely exciting than before." This more or less universal love of the rhyme to begin with is true, not alone, I believe, because of its metrical form, but also because a rhyme usually confines itself to the narration of a single incident—the most elementary of stories. If we were to translate "Dickory Dock" into prose, beginning "There once was an old grandfather's clock . . ." and go on with perfect simplicity to the end, we should have a tale in miniature, just long enough to occupy the attention for a very few minutes.

The first aim in these articles will be to quicken our recognition of such incidents in our experience, or in the study of history, as are likely to become suggestive of a tale, out of which a story, with the help of associated ideas, may be happily unravelled.

It happened once, for instance, that I was laid up for some weeks, and in one of those moments of passive ennui I found myself pressing the tip of each finger of my right hand in turn on the thumb. This reminded me of the movement of a succession of hammers falling on an anvil, whilst four beats gave rise to a sense of the metrical feet of a verse, so that, without any effort of imagination, the following lines formed themselves into a sing-song:—

"Oh, Blacksmith Brothers, what have you got
Upon your anvil there?"

We're making a shoe for my Lord the King,
We're making a shoe for my Lord the King,
Or rather for his mare!

"And what is her colour, if I may ask,
Oh, Blacksmith Brothers gay?
Some say she's white, some say she's black,
Whilst others say she's grey,
Whilst others say she's grey!"

Behind the resemblance in movement by which the image of blacksmiths at work was arrived at lay, it is true, a familiarity with forges from childhood.

My second aim is to offer encouragement to all who desire to do creative work in story-telling, to welcome acquaintance with all sorts and conditions of occupation and with those who pursue them, for it is of the utmost importance that our personifications, whether of weavers, carpenters, or fishermen, should "ring true," however slender the theme, and even if we are only aspiring to entertain a very small person with a nonsense tale.

Upon such personal contact will largely depend also the richness and variety of our tales. The nearer we approach to that temper of mind implied by Professor Lethaby in "Form in Civilisation," the better will be our results and the greater our enjoyment in producing them. In it he says:—"The most distinctive characteristic of the Middle Ages was the honourable position taken by labour. . . . "The King knocked at Temple Bar, to be admitted by the goldsmith or mercer who, as mayor, represented the citizens." Can we not feel in this last event the kind of incident that would delight a child's imagination and lend itself to illustration at the hand of a Cruikshank or Caldecott?

It will not, however, be necessary to take refuge in olden days to find our equipment as story-makers. Indeed, it is even true to say that the suggestiveness of historical gleanings will probably depend, in a very considerable measure, on our immediate interest in the people we meet or would like to meet, in the current of daily life. If the living baker who supplies us with our bread is a mere cipher in our imagination, how can we rise to a quick sense of the bakers of centuries ago?

My own interest in these olden-day bakers was

awakened some years ago by an advertisement of the firm of Jacob Bussink, of Deventer, in Holland, declaring their reputation in the making of honey-cakes, from which I learned that their ancient Guild Charter contained a clause which bound them to put nothing in them but that "which God had allowed the little bees to gather and let grow from nature." My interest being aroused, I wrote for further information and received some delightful details. Deventer, I was told, was from the seventeenth century renowned for its honeybread or honeycake trade in far lands. Strainers, mixers, and bakers had to swear oath to follow certain rules. The strainers had to swear to strain honestly, which meant not to add water to the honey. The mixers' oath concerned "pepper" and the admixture of water, whilst the bakers' oath included more. "The long honeycakes were to weigh at least three pounds in dough (unbaked)—and to be twenty-seven inches long." Can one not feel in all this the stirrings of a child's tale?

A few more interesting fragments of related knowledge fell into my hands, including an extract from George Unwin's "Economic Studies," showing in what a *masterpiece* consisted in the Guilds, and a rather different tale evolved. It is as follows:—

THE MASTER CRAFTSMEN.

There was once in olden days a baker called Frans Groot, who belonged to the famous Bakers' Guild in Holland, the members of which prided themselves on making good bread for the people to live upon. Amongst several apprentices he had one called Jan, who would not put his mind properly to his work. When his three years' apprenticeship was over, during which time Jan had received no pay, for he was but learning his trade, he became a journeyman wage-earner. But his master paid him his money with a poor heart, for Jan had not really earned it by hard work and was a most slovenly fellow.

Now it happened one day that another baker who had not made his loaves heavy enough, according to the rules of the Guild, was whipped through the streets in a pitiless fashion by the townsfolk, and when Jan saw this he began to be afraid, thinking, "What if a like fate should ever befall me?" So from that time, through this secret fear, he put his mind more closely to the business.

Several years passed, and the time came for Jan to prove whether he was fit to become a master baker. To do this he had to submit a sample of his work, called a "masterpiece," to the chief authorities in the Bakers' Guild. Two of his friends, one a journeyman amongst the pinners or pin-makers, and the other amongst the shoe-makers, were also at about

the same time trying to be admitted as "masters" in their own particular Guilds. As a pinner Hendrik had to produce one thousand sufficiently perfect pins; whilst Adriaan, the shoe-maker, had to make for his masterpiece "a pair of boots, a pair of slippers, and three pairs of shoes"! Each of the young men did their utmost, and were accorded the distinction of becoming "masters" as a reward for good workmanship. Great indeed was their rejoicing.

Some time after this a very imposing personage from a distant country, wearing clothes such as the Burghers had not seen before, arrived in the town, and announced that, having heard of their great Trade Guilds, he wanted to take back with him a baker who would supply the King's household in his own land, and also a shoe-maker for the poorer subjects in the city of the King. For the first appointment Jan had the good fortune to be selected, the Burghers not having heard of his unsatisfactory earlier days. For the position of shoe-maker his friend Adriaan was chosen.

When the time came in which they were both at work in the strange land, Jan was often at pains to hint that, since his appointment was to the King himself—though he supplied others also—he was indeed superior to his friend. In fact, he took more pleasure in puffing himself up than attending to his work.

Now one day the great person who had first invited them to leave their native land sent an ill-clad man to buy a loaf from the baker, from whom Jan would have turned away in disgust, but he caught sight of more money in his hand than he would have expected so poor looking a person to possess. So he tossed him a long loaf of honeybread (the long loaves, by Guild rule, had to be exactly twenty-seven inches long!) and warned him not to come round again.

The same man was also directed to buy a pair of shoes from the shoe-maker, and both shoes and loaf were then carried back to their own city. There the loaf was weighed and measured, and the quality tested, and in all points it was found to fall short of the mark. The shoes, however, proved to be perfectly cut and the leather of good quality, the thread and every stitch as it should be.

Then Jan was disgraced, for he had become a master in his trade only through fear, and fear, especially in times of prosperity, often fades away. Adriaan, the young shoe-maker, on the other hand, was given high honours, since he for the poorest of people gave his best workmanship. For he had become a master in his craft for pure love, and love, whatever the chances of fortune, will last through a lifetime. It is thought that Hendrik, the master-pinner, in after years was the first to tell this story to his children.

AT THE MASTERS' MEETING.

BY AUGUST ANSON.

The Masters' Common Room at St. Tydvil's was gradually becoming filled with tobacco smoke and men, in anticipation of the fortnightly masters' meeting. A confused babel of conversation arose, punctuated with occasional laughs and the scraping of chairs, as places were taken at the long table.

Watkin, the geography specialist, removed the pipe from his mouth to inquire in a lightly bantering tone of McNab, the senior classical master:—

"Seen young Romeo this morning?"

"Romeo? Who do you mean?"

"Why, our young friend Tate. There's quite a promising Romeo and Juliet affair developing down on the tennis courts."

"Oh! how romantic; and who is the lovely Juliet?"

"Nobody seems to know who she is; not even Tate, so I gather."

The geography specialist blew some thoughtful rings of smoke, and added a little wistfully as he watched them curling ceilingwards:—

"A most charming girl."

The conversation broke off at this point, as Mr. Augustus Tate, B.A., entered the room. A fresh complexioned boyish-looking young man of twenty-three, Mr. Tate had only been appointed to the staff this summer term as junior English master. This time last year he had proudly trodden the Oxford High, glorious in a third-year tattered gown.

Mr. Philpotts, a stout pasty-faced man of forty, inquired a little maliciously:—

"Playing tennis this afternoon, Tate?"

"Yes. I've arranged to play a set of singles."

"Oh, really; well, you mustn't let her beat you, for the honour of St. Tydvil's."

Mr. Tate, B.A., blushed like a schoolgirl, but putting a bold front on it he replied:—

"Yes, she *can* play, can't she? It will take me all my time to win."

"By the way, Tate, who is the lady?"

"Well . . . er . . . I've not asked her, her surname, but I think her first name is Phœbe. The fact is I found her, knocking the balls about on her lonesome, so I asked her if she would give me a game. Since then we have played together several times, and everybody seems to think we have been properly introduced. But that's the funny part of it. I've asked ever so many people and nobody seems to know who she is. I suppose Reynolds the Secretary must know, but he's not been down much lately. . . . She's a topping girl, though," he added with conviction, looking round defiantly as if daring anyone to deny so obvious a fact.

Several heads had turned round inquiringly as this explanation proceeded, but any further discussion of

the topic was prevented by the entrance of Mr. John Weston, M.A., the head master, a fussy little man of fifty or more, with a bundle of papers and a big report book under his arm. He took his seat at the head of the table and the babel of talk dwindled to isolated whispers.

The Head opened the proceedings with a sharp: "Now, Mr. Williams, if you are ready, we will take the Sixth Form first."

One after another the lists were droned through, with occasional stoppages at the names of particular boys, until Form Three was reached.

"Form Three, please," came from the table-end.

Augustus Tate, B.A., read out his list, ending up with "Fillbanks, twenty-eight, 45; Tackleton, twenty-nine, 36; and Mavorney, thirty, 19."

"Dear me, dear me," clucked the Head peevishly. Leaning back in his chair he surveyed his staff critically as if they were a lot of performing seals who would not do their tricks. "It is really very distressing about this boy. John Patrick Mavorney is doing us no credit, I'm afraid. What is the explanation?"

Mr. Jackson, a junior mathematics master, spoke up.

"I do not know about his other subjects, but I do know that in maths. you could put all he has learned this last year on a threepenny bit . . . comfortably."

The speaker smiled complacently at his own wit.

"That is hardly a testimonial to the value of the instruction he has received," remarked the Head acidly.

A roar of laughter greeted this retort, and Mr. Jackson's smile vanished.

"A sound caning would be a good stimulant," suggested a voice.

"You might ask him to go, he's doing no good here," said another.

The Head replied in an absent-minded sort of way:—"Er . . . yes . . . that's all very well, but I was thinking of the BOY."

A somewhat uneasy ripple greeted this last remark. The Head was famous for these unpleasant pleasantries, and no one knew who was going to be the next victim. He turned to Mr. Tate.

"You are his form master, Mr. Tate; what do you say about it?"

"Well, Sir, in my opinion, Mavorney, J. P., is of subnormal intelligence; he has a natural genius for impish tricks, and he is quite unmanageable either by severity or kindness. He is a perfect little dare-devil, and I can do nothing with him at all. . . ."

"Rather a confession of weakness, is it not?"

There came a rap at the door.

"Oh, come in," snapped the Head.

The rapping was repeated louder than before. "Come in," roared the Head angrily, and several strong voices added volume to the command.

Rap-rap-rap-rap, came louder than ever.

A sort of male chorus in unison bellowed out:—"COME IN."

The door opened and disclosed an untidy-looking boy of about thirteen, with tousled red hair and that look of mischievous cheek so irritating to the schoolmaster. It was John Patrick himself.

Thirty-three schoolmasters, including a head master and five senior masters, an imposing array of M.A.'s, B.A.'s, and B.Sc.'s, scowled at the intruder. If looks could have killed, the urchin would have expired on the spot. As it was, John Patrick stood his ground quite unabashed, almost as if he were enjoying some private jest.

"Didn't you hear me call 'Come in'?" sternly demanded the Head.

"I thought I heard something, Sir, but I wasn't quite sure."

"Well, what is it you want? We are very busy."

"Please, Sir, it's Mr. Tate, Sir. . . ."

Augustus Tate glowed an indignant red, but John Patrick calmly continued:—

"Me auntie says she's very sorry, Sir, but she can't play tennis this afternoon."

Mr. Tate, like some noble animal at bay, was opening his mouth to say something when the boy added:—

"You see, Sir, me uncle's come home."

"New Ideals" Conference.

The next annual conference on "New Ideals in Education" will be held at Easter in Malvern. Among those who have promised to lecture are Professor J. H. Muirhead, who will speak on "The Religion of a Teacher"; Professor Marcault, on "The Psychology of Individual Education"; and Mr. Edmond Holmes, on "The One Thing Needful." Dr. Stanton Coit will talk on "The Spiritualisation of Business"; Commander Coote, on "An Alternative to Compulsory Games in School"; Miss Muriel Lester, on "The Mental Conflicts of the Adolescent in Industry"; the Rev. C. H. Matthews, on "The Religious Education of the Young"; the Rev. A. H. Peppin, on "The Educational Value of the Study of Music"; and Miss Beatrix Holmes, on "Handwriting." Professor Dewey may also address the Conference. All interested in education will be welcomed, and applications for accommodation should be made to Miss Mary Collins, Fairacre, Wiltshire Lane, Eastcote, Middlesex. The Conference will be held in the Malvern Girls' School.

Dalcroze Eurhythmics.

Our readers are reminded that M. Jaques-Dalcroze will conduct demonstrations at the Scala Theatre on February 2 at 2.30 and on February 4 at 8.30.

THE TOWERS CASE AND "RECOGNITION."

The Board's Claim.

References to the latest developments in the case of Mr. Towers, who was deprived of recognition by the Board some time ago and has now had it restored in part, have been surprisingly few. But the case is worth recalling in its legal and constitutional aspects. What is the basis of the Board's power of withdrawing recognition? If it is in the Education Acts it effectually eludes us.

Origin of Claim.

The inquirer who pursues his search diligently will at last find what he seeks in a passage at the end of some Grant Regulations. It runs thus: "The Board may at any time on educational grounds recall or suspend the recognition of a teacher. . . . Before taking action the Board will use every available means of informing the teacher of the grounds of their proposed action and of giving him an opportunity of making representations."

It is high time that such powers were authorised, if at all, by an Act of Parliament instead of being tucked away like an afterthought in Statutory Rules and Orders. Of course, it is not an afterthought, for the words quoted can be traced back, in essence, to the Codes issued by the Board's predecessors.

Here, for example, is what the Coded Minutes for 1879 said: "A certificate may at any time be suspended, recalled, or reduced under Articles 67 and 68." But these two articles required an annual report by the managers of the school, that the teacher's "character, conduct, and attention to duty" had been satisfactory; and also a report by an Inspector that the school was "efficient in organisation, discipline, and instruction."

Weakness of the Claim.

Out of this comparatively innocuous minute, adopted at a time when the Central Authority issued a Certificate of Merit which amounted to a licence to teach as head of an elementary school, has grown the present claim by the Board of Education to decide off their own bat what qualification shall give the right to seek employment in a school aided by grant. In the days when "My Lords" alone determined by examination the staffing of the nation's schools, there was some ground for claiming the right to impose conditions. But even then the managers of the school had a voice in the matter. There is apparently no rule to-day which makes the employing authority a party at all. The Towers case not only raises doubts as to the Board's fitness to be entrusted with the sole power to withdraw recognition, but their reservation that the teacher concerned may not be recognised as a head master is an interference with the rights of Local Authorities and an arbitrary act which is of doubtful validity from a constitutional standpoint.

HOW WE JUDGE OUR TEACHERS.

BY A TRAINING COLLEGE TUTOR.

In a few weeks I shall be faced once more with the task of writing reports on the teaching ability of those students who during their period of school practice have been under my supervision. Report writing, like most other things frequently repeated, tends to pall, and yet it is necessary that the reports should not smell of the lamp if they are to be of use to the college in the final assessment, and to the authority who may refer to them when appointing teachers.

In discussing this matter with one of His Majesty's Inspectors and the head master of one of our practising schools, we agreed that there are four or five counts in assessing the value of teachers from the training college. But we were equally agreed that there was infinite variety in the extent to which different men possessed these attributes, and that the assessor's most important problem is to analyse these as minutely as possible.

First there was the personality of the teacher. A man's personality may be equally important whatever profession he has chosen, but there are some personalities which are more amenable to the classroom and school conditions than others. Some are assertive, some are bright, pleasant, and kindly, others are merely mild and impassive. Then there is the vivacious teacher who inspires his pupils, and the one who is lacking in verve or fire. Some teachers possess a pleasing or encouraging personality which helps the class, others are more actively earnest or enthusiastic. There are self-confident teachers and there are shy and nervous ones. But perhaps it is the voice which more than anything else betrays the teacher's personality. It may be pleasant or otherwise, well modulated and cultured, or it may sound coarse and uncontrolled. And lastly, although by no means of least importance, it is useful to record what effect the teacher's personality has upon the rest of the staff, and whether he belongs to the social or anti-social species.

After considering the qualities of personality or the prevailing humours, as the Elizabethans would call them, power of class control is the next important factor to be considered, for without effective control the finest exposition in the world will eventually be wasted. Here at first it is necessary to gauge the individual's general aptitude for control, whether it be outstanding, fair, or poor, and subsequently it will be necessary to define more carefully his particular manner of preserving it. We shall want to know whether it is forced or easy, whether the class respond to it, and whether it allows sufficient opportunity for the development of individuality. And finally it will be necessary to

record what progress the teacher has made in this direction during the period of practice.

His efficiency as a teacher, which comes next, can be judged partly from the preparation of his lessons, the scope and fullness of his notes, the insight and ingenuity which they express, as well as their originality and initiative, and still further by his actual teaching. In his teaching we shall want to see how far the preparation of his notes has helped him and we shall observe carefully the manner in which he presents his material to his class. We shall note too what use he makes of illustrations and experiments, and whether he finds it easy to understand the child's point of view and can readily adapt himself and his material to it. The use he makes of questioning will also receive consideration, and we shall want to know if he attends to all details carefully, or if he is merely superficial. Any special aptitude which the student appears to possess in the teaching of any particular subject should also be carefully recorded. But the children themselves will prove a most useful criterion of the teacher's efficiency, for, however successful he may appear, he is serving little useful purpose as a teacher if his class is not progressing.

Power to profit by suggestion and criticism is almost equally important in the young teacher. If he has this a poor teacher may improve; without it even a comparatively gifted teacher may cease to progress. If he is earnest and anxious to profit through experience and advice he will gain much in each period of practice and from contact with his fellow-teachers and tutors.

But the end is always more important than the means, and the really successful teacher will have even more than the qualities already suggested. He will be efficient in the actual routine of teaching, and will add to them a wide vision of his share in the great work of education.

School Pictures.

At the request of many readers we have prepared sets of the eight historical pictures in colour, drawn by Mrs. Marjorie Quennell, which appeared in the EDUCATION OUTLOOK between April and December last year. The price for the complete set, including packing and postage, is 2s. 6d. One of our readers has put these pictures to a novel use by pasting them on thin wood and cutting out the figures with a fret-saw. Mounted on wooden stands the figures are extremely attractive and lifelike. The cutting out and mounting are well within the capacity of any boy or girl who has a fret-saw, and we offer the suggestion to possible purchasers. Applications for sets should be made without delay.

THE NATIONAL UNION OF TEACHERS.

Our N.U.T. Correspondent writes:—

At the first meeting of the Executive in the new year the Treasurer was able to announce that on December 31, 1928, the total of subscriptions received during the financial year was £118,926. Membership had also increased to the record number 128,041.

* * * * *

Contributions by teachers to the Union's "Fund for the Relief of Necessitous Children" have reached more than £7,600. In addition, the Executive on January 5 voted £2,500 from Union funds as a contribution direct to the Lord Mayor's Fund, and a cheque for the amount has been sent. It is to be treated as a first instalment, and should Mr. Goldstone (who has been elected by the voluntary organisations as one of six to represent them on the Executive Committee of the Lord Mayor's Fund) be satisfied that the money sent by teachers will be earmarked for the purpose for which it has been subscribed a second instalment will follow.

* * * * *

The certificate of Mr. John Towers was returned to him at the end of December. This was reported to the Executive at the January meeting and created some surprise. The President of the Board had relented at last. The pleasant news was spoiled somewhat by the fact that at present the Board are not prepared to recognise Mr. Towers as a head teacher. He may only be employed in the capacity of an assistant. The Union is not prepared to agree that this limitation shall be permanent. Mr. Towers's discretion may have merited some disciplinary action, but punishment by permanent degradation is not to be accepted as reasonable. The Executive hopes that the President may still further relent and restore to Mr. Towers the Board's full recognition.

* * * * *

The most notable feature of Union activity in January was the special conference of secretaries of local associations. More than five hundred of them met in the "Friends' House" and discussed with the Executive matters agitating the minds of members in their several districts. The meeting afforded a full opportunity for receiving and giving information on many important matters of policy. It was apparent that Union policy on the reorganisation of schools on the "11 plus" basis is not yet fully understood and is causing uneasiness in some districts. The Executive was able to reassure the secretaries by private information on certain points.

* * * * *

It is significant of the trend of events that the growth of the Union, the multiplication of its activities, and the increasing variety of its members'

interests has so impressed the members of the Central Executive that, at the January meeting, it agreed unanimously (on the motion of Mr. Mander, seconded by Mr. Bentliff) that a special committee be set up to consider "the whole question of the constitution of the Union in the light of the rapidly changing face of the national educational and professional position." It was further agreed the special committee should consist of fifteen members, including the officers. The committee is now at work.

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

The following candidates gained the gold and silver medals offered by the Board for the highest and second highest honours marks, respectively, in the Final, Advanced, and Intermediate Grades of the Local Centre Examinations in November and December last, the competition being open to all candidates in the British Isles:—Final Grade Gold Medal: Constance A. Hope, Wolverhampton Centre (violin). Final Grade Silver Medal: Thomas McG. L. Turner, Gloucester Centre (violin). Advanced Grade Gold Medal: Carl O. Lewis, Bournemouth Centre (violin), and Catherine E. Churcher, Portsmouth Centre (pianoforte). (These two candidates gained an equal number of marks.) Advanced Grade Silver Medal: Ann S. C. Ram, Bournemouth Centre (pianoforte). Intermediate Grade Gold Medal: Jean E. Stewart, London Centre (violin). Intermediate Grade Silver Medal: Beatrice A. Jones, London Centre (pianoforte).

A New Modelling Material.

We have received from Messrs. Reeves & Sons, the well known makers of artists' materials, a sample of Duraplast, a new material for use in modelling. We have experimented with this in many ways, and find it remarkably useful. It comes as a soft paste which may be shaped as desired and coloured without difficulty. It sets hard but is readily softened again for new purposes. Relief maps, models of all kinds, and many other useful devices can be made with ease. Duraplast is cleanly and free from all danger of carrying infection. A sample may be obtained free from Messrs. Reeves & Sons, Ltd., Ashwin Street, London, E.8, by any of our readers who mention EDUCATION OUTLOOK. We recommend Duraplast as the best modelling material we have yet seen.

THE HEALTH OF THE SCHOOL CHILD.

Sir George Newman has written his twentieth annual report on the school medical service. It can be bought from the Stationery Office for 1s. 6d. The main facts about current school medical work are soon told, and the Board's Chief Medical Officer tells them in Chapter X as "Conclusions." Anyone who has not the time to study the complete report is advised to peruse this chapter first. The other nine chapters are concerned with the details of such divisions of the subject as the Findings of Medical Inspection, the Secondary School Child, Young Workers, Motherhood, Physical Education, School Meals, and so on. The statistician and the specialist will find much of interest in the well-stored appendixes and tables at the end of the report. Nor should these be neglected by the reader who likes to keep abreast of modern medical developments. Appendix C, for instance, is full of information about ringworm and its cure. We are told that any doubt about the cure can be set at rest by the new method of diagnosis by ultra-violet rays. Then there is Appendix A, on the planning of a day open-air school. Appendix B, on the deaf child, will interest those concerned with the education of the many thousand deaf mutes in this country. But Sir George Newman again emphasises the fact that the school medical service is mainly concerned with the child who is well, not with the child who is ill.

The ultimate aim of the school medical service is the making of creative citizens. "While we must not let our constant touch with disease and death make us callous to the pathetic tale of impairment in childhood, we must remember that the goal is not merely the alleviation of suffering or even the treatment of disease. The goal is to make creative citizens." In other words, the test of this state preventive medicine is its success in creating a child population resistant to disease, for resistance to disease is one pre-eminent criterion of health. What, then, is the state of affairs to-day? In 1927 the number of children in the three age groups five, eight, and twelve years medically inspected was 1,823,775, in addition to the 881,964 ailing children outside these prescribed age limits. These routine inspections show that 20 per cent. were suffering from some physical impairment or some particular defect or disease. Over 5,000 had heart disease, nearly 13,000 had tuberculosis, 23,000 had deformities, more than twice that number showed defects in ear or hearing, over 160,000 were suffering from enlarged tonsils and adenoids, and over 250,000 had eye defects. Minor ailments, including diseases of the skin, added another 800,000 cases. The Registrar-General's Mortality Returns show that the

number of deaths of children up to fourteen was in 1927 nearly 83,000; but 70,000 of these were of children under five. Though all these figures are year by year growing smaller there is still "the gigantic task" before the school medical service of getting the burden of disease lightened. The inability of that service to prevent much of this disease and the acceptance of 83,000 deaths of children under fifteen years of age must, says Sir George Newman, be counted as the failure of the service. But that is only one way of looking at the matter. In this country to-day there are 1,252 school doctors, some 5,000 school nurses, and 1,520 school clinics, and these professional people, helped by thousands of voluntary workers, have this to their credit—they have helped to reduce by some 30,000 the number of deaths in 1927 as compared with the figure for 1921. This is a great achievement, one of our greatest examples of modern co-partnership.

Some results of this co-partnership are described in this report, but the book ends on a note of warning. The nation needs strong and healthy young workmen, mentally alert, sober-minded, keen, and diligent in business; and strong and healthy young women, domestically skilful and able to become wise mothers and home builders. "They ought to be the product of our school system, but are we producing them?" That is the ultimate aim, and there is a danger lest this aim be lost sight of, or that it be pursued along byways instead of the main road. It is not quite clear whether the warning is directed against those who regard the 30 per cent. of children with defects as more important than the 70 per cent. of normally healthy children. The other warning, however, is more explicit. Professional and voluntary workers must keep to the broad straight road of preventive medicine. In the maintenance of health, the things of prime importance are diet, clothing, regular bodily habits, exercise, and fresh air; but the vagaries of fashion are for ever introducing fanciful modifications which make these simple conditions of healthy existence profitable hunting-grounds for quack and faddist. The salvation of the race must not be handed over to them. Man does not live by vitamins alone or by artificial sunlight, and it is foolish to wander down these byways unless they are recognised for what they really are. Far better, says the report, is it to remove the smoke pall that shuts out the vital rays of sunlight so necessary for the development of all young life than to accept the condition and mitigate it by introducing arc lamps. This is but one illustration of the temptation to seek national health by pursuing some by-path, will of the wisp, or wandering fire, instead of proceeding steadily and patiently in broad daylight along the main road.

NEWS OF THE MONTH.

After Thirty Years.

Sir Benjamin Gott, for thirty years Secretary to the Middlesex Education Committee, resigned at the end of last year, and the County Council presented him with a silver tray and an illuminated address. Sir Charles Pinkham, the Chairman, who made the presentation, said that no man had done more than Sir Benjamin in helping to construct the bridge from the elementary school to the university, and Middlesex was deeply conscious of its debt to him. Though retired from his official position, Sir Benjamin Gott's interest in education is not likely to cease, and he has promised to go on doing all he can for education in Middlesex.

Another Gift for Cambridge.

Cambridge will receive a sum of some £200,000 under the will of Mr. John Humphrey Plummer, who died at Southport at the end of December. The bequest is in the form of a Trust to be known as the John Humphrey Plummer Foundation, and will go to the support of two chairs for the promotion of scientific research. Mr. Plummer had had no connexion with Cambridge.

Mind and Body.

Dr. Mumford, of Manchester Grammar School, told the Medical Officers of Schools Association at a recent conference of some observations he had been making to discover the relation between physique and scholastic progress. A group of eighty brilliant sixth-formers were compared with a parallel group of boys of seventeen who were two years behind the average of the school. His measurements showed that the mean chest-girth and breathing capacity of the intellectually able boys was consistently above the mean weight and height; whereas the mean chest-girth and breathing capacity of the retarded boys was consistently below that of their weight and height.

Lecturing on Hospital Work.

Illustrated lectures under the auspices of the King Edward's Hospital Fund for London are again being given this term. The lectures are given by doctors and other experienced in hospital work, and will deal with the various aspects of the work of the London Voluntary Hospitals. New methods of treatment and diagnosis are described, and there is much to interest the heads of colleges and schools. Applications for tickets should be addressed to the Secretary of the Fund, 7 Walbrook, E.C.4.

The President's Confessions.

"If I were asked what one subject I should like to see more strongly represented in the curriculum of our schools, a sense of my own deficiencies

might lead me to name the classics; my knowledge of the needs of the Empire might oblige me to name biology; but if I were guided by the memory of what meant most to me as a boy I should name the German language."—*Lord Eustace Percy.*

An Advisory Committee.

The Secretary of State for the Colonies has appointed a committee to advise him on educational problems in colonies not possessing responsible government, in protectorates, and in the mandated territories. The list of members includes the names of the Right Rev. Bishop Bidwell, Miss Burstall, Major Church, Sir James Currie, Lord Lugard, Sir W. G. Maxwell, Professor T. P. Nunn, Mr. J. H. Oldham, Sir Michael Sadler, Mr. W. Spens, and Miss A. W. Whitlam, with Mr. A. I. Mayhew and Mr. Hans Vischer as Joint Secretaries.

Married and Single.

From figures circulated by the President of the Board of Education in reply to an inquiry by Sir R. Thomas, it appears that the proportion of married women teachers to single women teachers in elementary and special schools in England and Wales decreased from 18.9 per cent. in 1921 to 13.9 per cent. in 1927. The figures were, in 1921, 98,646 single women, including widows; and, in 1927, 104,144. Married women, excluding widows, numbered, in 1921, 18,676; in 1927, 14,430.

The Iconoclast.

Mr. E. J. Orford, of the Clifton Hill Demonstration School, told the Geographical Association what he thought of much of the class teaching to-day. "Children," he said, "should not be troubled during the geography lessons with the theories of tides, the antics of isobars, the vagaries of isotherms, or the tom-fool paraphernalia of note-books." Note-books, he suggested, were brought into use when the teacher wanted a quiet half-hour. The world needed maps, but they must be road-maps without undue complications and with signs for such things as golf clubs.

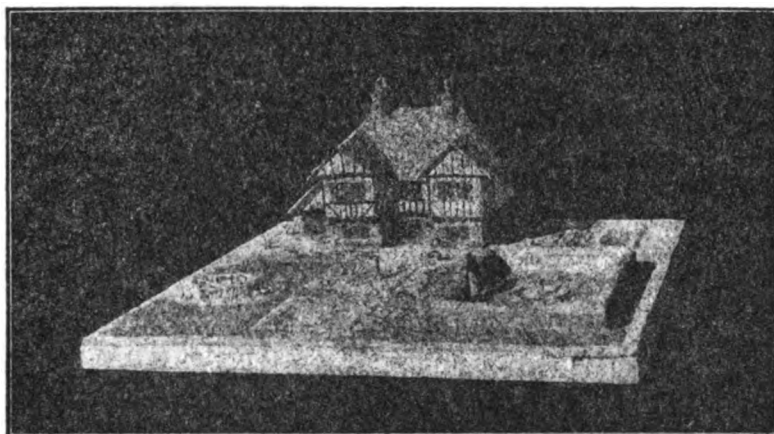
A Scholarship for Spanish.

A travelling scholarship in Spanish is offered by the trustees of the Mitchell City of London Educational Foundation to candidates of either sex taking the examination of the Royal Society of Arts in 1929. They must be between seventeen and thirty on July 31, 1929, and be natural born British citizens. If the successful candidate can reside abroad for six months a scholarship of £120 will be awarded. Particulars may be obtained from the Secretary of the Royal Society of Arts, John Street, Adelphi, W.C.2.

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We think the name "DURAPLAST" very descriptive of the medium, because it is of a plastic nature and hardens 24 to 48 hours after exposure to the air, but can be broken up and used again and again.

It will adhere to almost anything—Wood, Stone, Metal, China, &c.

It is different from other modelling mediums in that it can be painted with ordinary Water Colours, and for this reason it is manufactured in a neutral colour.

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We can write a great deal about its advantages, but we want you to try it for yourself.

If you are interested in this description of "DURAPLAST," and will fill in the form below, we will send you a Sample Tin and a coloured Illustrated Leaflet setting out its uses.

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Mr., Mrs., or Miss.)

Name.....

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Date.....

Please write in block letters.

LITERARY SECTION.

BOOKS AND THE MAN.

An Eton Master,

Mr. Matthew Davenport Hill went to Eton as a schoolboy in 1886 and retired from the post of science master in 1926. With an interval of four years at New College, Oxford, followed by research at Naples and a brief spell of lecturing at Owen's College, Manchester, the whole of his life was spent at Eton down to his retirement to a farm in Shropshire, where his friends—which means all who know him—hope to find him in health and vigour for many years to come. As a task for his leisure he has written a book which is published by John Murray under the title "Eton and Elsewhere" and may be obtained for 12s. The author is deprecatory and almost apologetic, but in truth his book needs no apology, for it is interesting beyond ordinary and gives an excellent picture of a well-rounded career.

Mr. Hill may be called a teacher by race, for, although his father was a distinguished surgeon and his paternal grandfather the Recorder of Birmingham, his great-grandfather was the founder of what our author calls "the family school." This was the celebrated Hazelwood School, established at Edgbaston by Thomas Wright Hill and carried on with the help of his six sons, one of whom was Rowland Hill, of penny post fame. This school was famous a century ago as the home of pioneer work. Self-government, no corporal punishment, direct methods in language teaching, careful attention to English and to clear speech, handwork, thorough mathematical training, and great attention to natural science were features of the school, which was later transferred to Bruce Castle, Tottenham, and copied at Stockholm under the title *Hillska Skolan*.

With this ancestral background one would expect that Mr. M. D. Hill would regard teaching as more than an amateur occupation. That he did so is evident throughout this book, and I have found special interest in his shrewd comments on classroom methods. Here is an example:—

"P. H. Carpenter, D.Sc., F.R.S., was the most scientifically distinguished master that has ever been on the staff. His lectures were admirably delivered,

perfect in poise and clearness, and he took immense pains with us in the laboratory. But he did not understand boys nor the way to get at them. Only enthusiasts, therefore, derived much benefit from his teaching. He was too much of the comparative anatomist and too little of the outdoor naturalist to be an ideal biology master. I remember a boy who was destined for a life in South Africa being sent to Carpenter as a pupil. His tutor thought very rightly that a boy who was to be a farmer in a country abounding with wild life should get to know something of natural history. The boy had no particular interest in it, yet Carpenter put him on to the usual course and made him dissect frogs, crayfish, pigeon, &c., and that was all. Naturally, he soon gave up biology in disgust."

In this incident there is a valuable lesson for those who are urging the need for trained biologists overseas. The grammar of the subject is not enough. It is equally true of all subjects, although many of us tend to think that when we present the results of adult analysis we are presenting the subject itself. But even a dry "Bohn" is better than dry bones.

Mr. Hill tells many good stories of Eton, and is at no pains to gloss over what he regards as defects. His enthusiasm for hygiene makes him critical on everything that concerns the bodily welfare of the boys—their dress, the ventilation of rooms, medical treatment, and housing. On this last point it is startling to read that when he took over "Gulliver's" in 1905 the place was infested by rats, and during the next holidays three cart-loads of rotten straw and feathers were removed from under the roof. "Generations of starlings must have built their nests there." Nevertheless, there is progress at Eton. We learn that handwork, science, physical training, and modern languages form an increasingly important part of the course. We get the impression of a powerful institution, suspicious of innovation but ready to make changes when their value is proved. Eton is perhaps self-conscious, but this goes with self-criticism, as is shown by Mr. Hill's breezy comments.

"Elsewhere" he has had interesting experiences, which are duly set forth, but his real life has been spent in the guidance of youth, a task to which he brought a rare zest and a readiness to learn, not only by experience but, as he tells us, by a somewhat belated reading of psychology. It is good to find an Eton master recommending Dr. Cyril Burt's book, "The Young Delinquent." With confidence we may cry *Floreat Etona*.

SELIM MILES.

REVIEWS.

History.

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R.

THE SOCIAL AND POLITICAL IDEAS OF SOME ENGLISH THINKERS OF THE AUGUSTAN AGE, 1650—1750 : edited by Professor Hearnshaw. (7s. 6d. Harrap.)

This volume is made up from a series of lectures delivered at King's College, and itself is one of a series of volumes edited by Professor Hearnshaw. Together they deal with the social and political thought of England and Europe from the Middle Ages to the middle of the eighteenth century. In this volume we have Sir Robert Filmer, Halifax, Locke, Bishop Hoadly, Defoe, Swift, and Bolingbroke, with an introductory chapter on "The Augustan Age" and a chapter on "Jacobites and Non-jurors."

An "Augustan" age is crisply defined by Professor Hearnshaw as one of external splendour, internal decadence; one that is self-conscious and critical rather than spontaneous and creative, showing advance in the perfection of form but decline in originality and vigour; an age when there are few great men but one where polite learning is sought after and valued highly.

Of such an age, and of this age in England, that is a fair description. One might say, indeed, that Locke, Defoe, and Swift were sufficiently great to bring one part of the description into question; but

(Continued on page 66.)

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it remains true as a general account, for all that. And of these only Locke has stamped his thought on coin still current.

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Because so many of the men of this time were lacking in the fire and passion of thought, the appeal of this volume, or of a good part of it, will be limited, but many students and teachers of history will be grateful for it. R. J.

Classics.

A BOOK OF LATIN PROSE AND LATIN VERSE, FROM CATO AND PLAUTUS TO BACON AND MILTON: compiled by F. A. Wright. (5s. Routledge.)

Professor Wright is no newcomer into the band of anthologists, and those readers who have savoured his admirable "Girdle of Aphrodite," his book of verse translations from the Palatine Anthology, with its illuminating Introduction, would be sure that an anthology of Latin prose and verse from his hand would be a work of fine taste, sound scholarship, and wide reading. The book before us is all this indeed.

It has been sagely observed, and by an anthologist too, that to no one can an anthology be so satisfying as to its compiler; so of course there are gaps in Professor Wright's delightful book which the indolent reviewer might have filled—if he had been Professor Wright. The anthologist has brought his basket for the culling of flowers as far down as John Owen for verse and Francis Bacon for prose. But why (asks the reviewer) has he left out the noble Latin of the Vulgate—say something like the twenty-third Psalm or the second chapter of the Song of Songs? But, no doubt, he had his good reasons, and though almost every one of his excerpts tempts the reader to record approval and enjoyment, it must suffice to recommend the little book, handy and well printed and not too big for the pocket, to all scholars, young and old.

P. A. B.

THE AENEID OF VIRGIL: translated, with an introductory essay, by Frank Richards, M.A., formerly Scholar of Trinity College, Cambridge. (15s. Murray.)

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reproduce quite the same effect as the effect of the Virgilian hexameter. But the translation is really faithful; it is a translation, and not an English Aeneid. To adhere so closely to Virgil demands no ordinary skill, for the language is English and not a construe. There is no straining after fine renderings of the well known lines, but "Tears wait on life, man's miseries touch the heart," if a little rough, does translate the "Sunt lacrimae rerum" line. What strikes the present reviewer is that the verse "goes." To be candid, he finds the miscellaneous fighting in the later books more interesting in Mr. Richards's verse than in Virgil's. The non-classical reader ought to enjoy the translation, especially if he reads the scholarly but not abstruse or technical introduction. The sixth-form boy, using it as an auxiliary, should profit by it, and the beginner in Virgil would receive legitimate help in seeing the general sense without being able to save himself the salutary labour of really making out the Latin. W.

German.

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(Continued on page 67.)

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(Continued on page 68.)



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T. S. P.

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T. S. P.

THE CHEMICAL ELEMENTS AND THEIR COMPOUNDS: by J. A. V. Butler, D.Sc. (6s. Macmillan.)

The author of this book has made a serious attempt to provide for university students of chemistry a suitable text-book which will deal with inorganic chemistry from the point of view of modern atomic theory. He has been very successful, and has written a most interesting book. The ten chapters deal with different aspects of the subject, e.g. the properties of electrolytes, the periodic table, the constitution of the atom, atomic weights and isotopes, &c. Each chapter starts with a brief historical introduction to the subject, and outlines the main work carried out up to the present time, while at the end references to the literature are given. These are very valuable, and, as the author remarks, "are intended to guide the further reading of the student and to draw his at-

ention to classic papers in the development of the science which are easily accessible in English." While the book is in no respect intended to displace any of the standard works on inorganic chemistry, it will be found a valuable auxiliary to them, and will tend to give to the student right ideas as to the inter-relation between the subjects of chemistry and physics. The book should also prove extremely useful to teachers of science in the upper forms of schools. It is an easy book to read, and it deserves to be widely known.

R. S. M.

AN INTRODUCTION TO THE CHEMISTRY OF PLANT PRODUCTS. Vol. I.—On the Nature and Significance of the commoner Organic Compounds of Plants: by Paul Haas, D.Sc., and T. G. Hill, D.Sc. (18s. net. Longmans, Green.)

This book is so well known that it is necessary only to call attention to the issue of the fourth edition. The advances in knowledge which have been made since the last edition appeared in 1920 have been so great that the authors have, of necessity, had to do a considerable amount of revision. The present volume is much larger than the corresponding one of the previous edition; it has been practically rewritten along the old lines, incorporating, however, certain more advanced aspects of chemical and botanical science than was originally the case.

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(Continued on page 70.)

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the publishers on the orange cover of this little book. It is quite true, and this is a praiseworthy attempt to meet the needs of the ordinary educated man or woman desirous of obtaining information as to the state of physics at the present time. But somehow the attempt does not quite succeed. The author has rather a stilted style, and the book is so crammed with facts that it proves difficult reading even for one who is fairly conversant with the subject matter. There is no doubt as to Mr. Lunnon's learning, but he has been so hampered by having to compress such a quantity of material into a hundred pages that he has been unable to give the explanations and fuller descriptions of the many facts that he has stated. It would surely have been better either to have written two books or, alternatively, to have reduced the amount of the subject matter very drastically. He ranges over the whole gamut of the electromagnetic spectrum, discusses radioactivity and the structure of matter, touches on the modern theories of astronomy, and finishes up with a chapter on gravitation and relativity. The most interesting chapter in the book is the one entitled "The Forces within Matter," where the author has given some interesting examples of surface tension which are not generally known and which have not yet found their way into the elementary text-books. It is to be hoped that when Mr. Lunnon writes his next book he will be able to give full scope to his powers of description without so much need for condensation.

R. S. M.

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R. S. M.

SOUND, FOR SCHOOL CERTIFICATE STUDENTS: by E. Nightingale, M.Sc. (2s. 6d. net. Bell.)

This little book makes up the last hundred pages of the author's "Heat, Light, and Sound," which may now all be obtained in one volume. Mr. Nightingale, who is senior science master at St. Albans School, always writes in an attractive manner, and, since he is also a musician, this volume is of particular interest. He realises that the subject

of sound is intermediate between mathematics and music, and does not hesitate to provide musical illustrations to increase the interest. He has a keen sense of humour, as may be shown from the quotation of the following worked example: "As a motor-car passes a policeman on point duty he notices its hum appears to drop a semitone. Assuming the motorist has not accelerated, is it the policeman's duty to summon him for exceeding the speed limit?" As is well known, the speed of the car travelling under such conditions works out to be about twenty-four miles per hour, and the author wittily remarks: "The final answer is left to the reader's judgment." The author is also a good manipulator of apparatus, and many "home-made" experiments are described which will be of great interest to teachers. They are all constructed from simple materials and are inexpensive to make, while the author guarantees that they work well. Another pleasing feature of the book is the inclusion of modern work, e.g. the acoustics of buildings, submarine location, &c. The science of sound has received great attention lately from those engaged in research, and it is good to see such work finding its way into the text-books.

Altogether this is an excellent book, and one on which both author and publisher are to be congratulated.

R. S. M.

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES



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THE
EDUCATION & OUTLOOK
AND EDUCATIONAL TIMES
MARCH, 1929.

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 Ruralised Teacher.

The Report of the Departmental Committee on the Training of Rural Teachers is a disappointing document. The carrying out of these recommendations will be a step backward, for they embody the principle of recruiting teachers at an early age, giving them a period of apprenticeship as pupil teachers, and a further period of training either in a two-year college or by supplementary courses destined to fasten them to the soil for the rest of their days. Everyone recognises and deplors the falling off in the supply of teachers from country districts, and many will agree that the education in rural schools should be intimately connected with the experiences of the pupils out of doors, but the former is due mainly to the want of accessible secondary schools, and the latter principle has a general application whether in town or country.

"Tied to the Soil."

In past years some of the best recruits to teaching, especially in public elementary schools, have gone up to the training colleges and universities from the country districts. Quite recently the Head Master of Rugby was speaking of the value of his own boyish experiences on the farm, and not a few of the most prominent of our town teachers and administrators began life in village schools. If this Report becomes operative such men and women will in future be tied to the soil, for their early education and later professional training will be directed almost entirely to preparing them for rural work, and it will be virtually impossible for them to gain employment in towns. On the other hand, many successful rural teachers have gone to country schools from the towns, taking with them the valuable assets of wide experience and a fresh point of view. It is a mistake to suppose that the country children should spend their school days in preparing to be farm labourers or dairymaids.

The Better Plan.

A more helpful Report might have been framed by a committee which included a number of teachers with experience of rural work. They might have suggested an extension of secondary school facilities so as to obviate the assumed need for retaining a pupil-teacher system. They might have suggested further that all teachers, without reference to the particular kind of teaching they are to undertake in the future, should have the opportunity of gaining a liberal education. Following this there might be provided various forms of professional training according to the kind of teaching work which the recruit intends to undertake. Many of our training colleges are placed in the country, and these might become centres of training for rural teachers, their work to be supplemented by a system of probation in selected schools. For graduates and others whose general education has been prolonged such probation might serve in lieu of the formal course in a training college.

Freedom of Movement.

Instead of creating yet another category of teachers we ought to be considering whether it is not possible to remove some of the existing barriers between different types of teaching work. From the educational point of view it is absurd to distinguish between two men of similar academic qualifications who are engaged respectively in teaching boys of the same age in a secondary school and a public elementary school. Both are engaged in giving elementary instruction. Specialisation tends to be overdone and to be undertaken at too early a stage in the teacher's career. All teachers should be reasonably good practitioners before claiming consideration as specialists. We may recall a passage in Rousseau's "Emile" which runs: "When he leaves me he will not be a magistrate or a soldier or a priest. First and foremost he will be a man, and all that a man needs to be he is fit to be when the occasion requires."

"Right of Entry."

On another page our N.U.T. correspondent reminds us that teachers in provided or council schools are not disposed to welcome any system of religious instruction which entails the use of their schools or rooms in them by members of particular sects for the purpose of giving denominational religious instruction to selected groups of children. This "right of entry," as it is called, is one of the methods proposed for solving the religious difficulty in getting rid of the dual system. It is unfortunate that the difficulty, which is somewhat unreal in practice, has never been examined from the standpoint of a child's ability to understand theology. It is possible that those who attach so much importance to dogmatic religious instruction are deluding themselves, since children are not to be attracted by the subtle distinctions of theologians, although they may become attached to a religious belief through their regard for those who practise it. Where the right of entry has been exercised, as it was in the past in certain towns, the scheme failed chiefly because the visiting clergy and other exponents of dogma often proved to be quite unable to control a class of children or to teach them successfully. The difficulty was all the greater because the pupils in any given group were at various ages.

A Salaries Bogey.

Lord Eustace Percy recently had occasion to write to a correspondent who had declared that in a certain district it was being stated that if the Conservative Party returned to power after the next election there would be a considerable reduction in the salaries of teachers. The President of the Board pointed out that the existing salary scales remain in force until 1931, whichever Government is in power. This is a true and sufficient answer to the false report, but the various associations of teachers might well begin to consider the position which will arise when the present Burnham Scales cease to be operative. Certain defects in their working are manifest to everybody, and among the chief of these is the immobility which results among teachers on the higher points of the scale. Apart from promotion or transfer to another school under the same authority, the senior teacher has little or no chance of gaining fresh experience. Another point calling for consideration is the diversity of the scales with the consequent differences in pension rates. Two retired teachers may be neighbours in a country or seaside resort, living on much the same scale, but their pension incomes will vary considerably if one happens to have taught in London and the other in a provincial town. It is difficult to justify this state of things.

Handwriting.

Some remarks of business men concerning handwriting have attracted widespread attention in the Press, and have brought forth a group of stories concerning the illegible efforts of some famous men and women. Certain critics have urged that the schools are no longer paying sufficient attention to penmanship, and it is probably true that in these days the copybook is seldom used. It is true also that the practice of note-taking and rough work, as it is called, tends to develop slovenly habits. The handwriting of to-day is less formal than that of our fathers and grandfathers, but there is no reason why it should be less easy to read. The practice of script writing in the earliest stages has much to justify it, always provided that the child is encouraged to develop a clear and characteristic running hand as soon as possible, and certainly before the tenth year. Where this is done the round and clear forms of the script are written, and if the joinings are made uniform, we get a simple and clear style which is free from flourishes and needless ornament. In every school there should be for all pupils regular drill in careful handwriting for a few minutes of each day. This will preserve the correct muscular habits required for clear writing and will supply a standard for the pupil. It would be useful to have a systematic investigation of the possibility of devising a style of handwriting which could serve as a foundation for our schools. At present the variation in standard and in style is extremely great.

The Register of Teachers.

The sixteen years which have elapsed since the establishment of the Teachers Council and the beginning of the present Register of Teachers have been marked by so many distracting events that it is somewhat difficult for young teachers of to-day to understand what led their predecessors to agitate so strongly for a professional register to be formed and maintained by a representative Council. Yet the reasons are still as valid as ever, despite improvement in salaries and pensions and a comparative ease of the conditions which now attend the teacher's work. Even in these matters there is still room for great improvement, but what is most necessary is that the term "teacher" should have for the public a professional meaning implying the possession of educational attainments and some measure of special preparation for the work of teaching. At present the term is used indiscriminately to describe the highly qualified and efficient teacher or the person who happens to have entered the work because admission is easy and payment is given to people with no qualifications. The aims of the Council will not be achieved until every qualified teacher is also registered.

AT THE HIGH TABLE.

[Under this heading appear from time to time articles from eminent men and women concerning different aspects of education. In the following article Lord Gorell deals in racy fashion with the Consultative Committee's Report on School Books.]

III. Gilbert the Englishman.

BY LORD GORELL.

Humanity often likes to pretend to be something other than it is, but it has seldom done so more conspicuously than when it separated itself with ostentation from a habit of topsy-turveydom by attaching that to a single individual as his distinguishing characteristic and creating the epithet of "Gilbertian." That was flattering to the late Sir W. S. Gilbert; he added wit, of course, which is not a general characteristic of the human species, but all his wit did not save him from being typical of mankind in that very attribute in which he is most commonly supposed to have been individual. His topsy-turveydom was based upon a species of inverted logic; mankind's is wholly illogical—that is the only difference between them; in essence they are the same.

I lately came across a case of this habit of thought and action, so characteristic of mankind in general and of that portion of it which inhabits the British Isles in particular. A friend of mine possessed the originals of some interesting letters which he wished to publish. But the copyright had never been assigned to him in writing, as the law now requires. This copyright belonged originally to a lady who is long dead, and it should therefore pass to her descendants, but, as far as is known, she has none. "All clear for my friend," says common sense. "Not at all," replies the Gilbertian spirit of the English race. These descendants—who are not known to exist—have yet an existing representative; a corporeal entity can, it appears, represent an undiscoverable genealogical table, and, being learned in law, he represents it effectually. We describe such a situation as "Gilbertian": very flattering to Sir W. S. Gilbert, since it is of our own making, and no one appreciates it more thoroughly than the English lawyer.

I am led to these reflections by a perusal of the report of the Consultative Committee on Books in Public Elementary Schools. I like the Consultative Committee; it is a very friendly assembly, has a most admirable Chairman, and its members are all kindly, hard-working, and learned. I have spent pleasant hours in their company, spread over a number of years, and to see the Committee at work is in itself an education in exploration; what it investigates, it investigates thoroughly, and it is hardly its fault that it is only every once in a while

given a subject for investigation that is really worth its acumen and assiduity. Occasionally, as one of its best members once remarked, it is given a subject which puts it in the position of a man searching in the dark for a black hat that isn't there. But on all occasions it is of much use to the President of the Board of Education; whenever he comes under criticism for not having consulted with educationists he can point to its existence for refutation. As a shield it is undeniably handy. I was even myself informed in Parliament of its existence by a junior Minister, and my being a member of it at the time did not in the least disturb the complacency of the official reply.

The subject of Books for Elementary Schools was under review for two years, and teachers will now have studied the Report with interest. It does not, it is true, go back to an earlier date than 1749, which is unusual, but it covers 188 years with historical authority. The estimated gross cost of the Report is £1,245. 1s. 4d. I am no mathematician, and cannot, therefore, say offhand how many school books (average cost 1s. 8d. per pupil, see page 66 of the Report) that represents. I feel, however, that it represents a good many, and I hope the Report will be widely bought, in which case the net cost will be diminished.

But the paragraph in which this average cost is given (paragraph 49) is worth a good deal, though not perhaps £1,245. 1s. 4d. I commend it to the attention of all interested in or concerned with education—it is the whole Report in little. Let me set out the figures. Average annual sum per pupil spent on books, 1924-27: "4s. 11.6d. in modern (central) schools; 2s. 0.9d. in senior schools or divisions; 1s. 9.1d. in junior schools or departments; 0s. 6.3d. in infants' schools or departments; and 1s. 9.2d. in small schools taking in one department pupils of all ages to that of fourteen plus." This is for the twenty-three Authorities that were able to supply the information required; thirty-four, "owing to the system of accounts at present in use," were not so able. It is not therefore possible to ascertain what is being spent in England and Wales on elementary books, but "it seems almost certain that the amount would represent less than 1 per cent. of the total expenditure per child." The Consultative Committee are human and reasonable

beings; they came to the following conclusion:—
 “There can be no doubt that in many areas the amount allowed for books in different types of schools is seriously inadequate. We accordingly recommend that Local Education Authorities should look afresh into the whole question of the supply of books in the Public Elementary Schools, and, where necessary, take appropriate steps to increase the total allowances granted for school supplies and to ensure that any additional sums thus made available may be used for providing the schools adequately with books suited to their special needs.”

I have set this out in full, because really, valuable as the other 150 pages of the Report are, this is the whole matter in a nutshell. It is “Gilbertian” (that is to say, thoroughly English) to discuss exhaustively what books there should be whilst provision for their purchase is so hopelessly inadequate. It is like a firm of architects carefully planning out a house on behalf of a man who has long considered that 1 per cent. of the total bill is quite enough to set aside for a mere necessity such as the bricks. But let us take heart; the amount has now been declared—as forcibly as a statutory Committee can declare anything—to be “seriously inadequate,” and Local Education Authorities are recommended to “look afresh into the whole question.”

I remember my own school days and, though I certainly did not acquire all the knowledge that was available for acquisition, I wonder what I could have acquired on a basis of “approximately 1s. 8d. per pupil”? When one recalls the old books, dog-eared, tattered, annotated on every page with caricatures of masters and spirited representations of fellow-pupils, underlined and occasionally interleaved, the favourite volume and the scorned source of boredom, “it will,” in the delightful words of the Report, “be generally agreed that the two main uses of books are for enjoyment and for gaining of knowledge.” The Committee are careful to state that they “have constantly borne in mind the need for economical administration,” but not all their politeness can conceal the essential truth. With a misleading air of diffidence—for of course they know that there can be no two opinions about it, only it would never do to say it too bluntly; that would be un-English, as far at least as English Government publications are concerned—they say: “Our evidence suggests not only that the supply of books used in schools requires to be increased, but also that their quality not infrequently stands in need of improvement.” Good enough: let us leave it at that, in words at any rate. The Report of this careful, tolerant, deliberative body cries aloud quite distinctly: “More and better books!” For education’s sake, let us now pass on from words to deeds!

THE PIPE ROLLS.

Raw Materials of History.

By ANTHONY CLYNE.

Each year the Pipe Roll Society published a volume reproducing one of the Great Rolls of the Exchequer of the twelfth century. We can turn to any volume and find rich store of the raw materials of history. In the roll for the year 1189-90, for example, there is a great deal about the preparations for the Crusade which filled the mind of the new king, Richard I. We can mark his reckless expedients for raising money—the sale of offices to bishops, sheriffs, and high officials, the sale of new and more favourable charters to towns, the exaction of heavy fines from those accused, justly or not, of maladministration. Not always did the “squeezing” succeed. Radulfus de Ria, for example, a Kentish man, owed a large sum to the Exchequer, but he died and nothing was recovered—“Sed mortuus est et de sui nihil invenitur.”

There are entries relating to Richard’s extortions from wealthy Jews and the general persecution of them thus encouraged. There were massacres in various towns, and the means taken to restore order duly appear on the roll. There is much information about London. For example, we learn of the completion of Newgate Gaol.

The Pipe Rolls were so called from the cylindrical shape of the roll containing the account of a single sheriff. Each roll consisted of two strips of sheepskin sewn together to form one length. This material was chosen because of the difficulty of making an erasure without a trace. It is curious to note that towards the end of the thirteenth century the rolls become broader, owing to the improvement in the breed of sheep, which increased in size and yielded larger skins.

The Pipe Rolls were the records of the Upper Exchequer, showing the accounts of the sheriffs, the king’s principal financial agents in each county. They were bailiffs of his estates, which they usually farmed at fixed rents. They also received other rents, amercements, fines, and taxes. Every Easter the sheriff was summoned and paid into the Lower Exchequer sums on account, receiving wooden tallies in acknowledgment, for he was often illiterate. At Michaelmas he paid the balance due, and the account was made up and entered on the Pipe Roll. The annual examination of the sheriff by the Treasurer and the Chancellor’s Clerk was very searching and anticipated with some fear. In the days of the Angevins there were efficient officials at the Treasury. Customary outgoings like alms, tithes, pensions were also entered on the Pipe Rolls, with extraordinary expenditure like repairs to castles. These special payments, especially, often furnish valuable information to the historian.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

III. On Keeping Up Early Stimulus.

In their relative educational values, as far as creative stimulus is concerned, our Infants' Schools stand highest among our institutions, our Public Schools and Universities lowest. This valuation concerns the definite machinery and work of the organisations in question. There is, in the University Common Room and social life, a powerful agent constantly at work, that comes of personal conference and discussion. But that is extra-institutional. In the definite work of lesson and lecture, there is a falling from high to low, in creative stimulus, as we mount and descend from the Infants' School to the University. Our Primary, Central, and Secondary Schools lie between these two in both respects.

Whoever goes into a good modern Infants' School, in the normal state of innocence and ignorance, is amazed at the work done in relation to the age of the children. And of all the impressions carried away, the strongest and the most vivid is that of the wonderful beginnings made in creative work in many directions. Follow these children now to the Boys' or Girls' Department, and note the change. Here is a new world, a new scale of values. There is no change of educational processes so complete in the child's life as that which accompanies transfer to the Boys' or Girls' Department. The possible move to a Central School is by comparison slight, and it comes at a less impressionable age. The transfer to a Secondary School may mark a great social difference, but the educational change is not very great. The changes, from now on to the University, are in total but continuations.

If but half of this is true, it gives rise to the question whether we are not blundering in dropping so completely the stimulus to creative effort so well begun. It is not a sufficient answer to say that some of the Eurollingings and Sentipressionics and Whatnotteries that are attempted and displayed in this school and that, resolve themselves upon examination into ill-tanned leather and ill-woven prunella. Often enough they do: but that does not dispose of the matter.

We have too great a tendency to put in a box called "Extras" whatever lies on the borders of "the immediate job." Before me, as I write, is an iron stove, "ornamented" (my country's language, 'tis of thee!) in five different and discordant styles by a designer whose dominant idea of art thrusts out at once from this example of his work: the idea of art as something extra, to be added or left out. The stove would be a much better work of art without this ornament; but such a statement would

probably move the designer to astonishment and pity. In the adornments of our mantelpieces, on our buildings, and on our dress, this idea of art as an "extra" is all around us. No wonder that it should hold sway in our conception of education also. But it is a false conception. The artist and the artisan are one. Making a table is as intellectual and æsthetic a business as it is manipulative. There is no such thing as unskilled work, and skill of the body does not exist apart from skill of the mind.

For our practical use in schools the new psychology has come to our aid here as elsewhere. Its analysis is yet imperfect, but it gives us a clue to development and to the place of creative work in education.

For the first three years of its life, in most cases, the child expresses itself, and learns, largely by manipulation. It employs a "touch" method to relate itself to the surrounding world. For the next three years—taking the period, and all the periods, in the round—there appears a definite urge towards a kind of crude symbolism. It shows itself sometimes in the creation of a little "jabber-language." Thus a child of this age used invariably for a long period "wow-wow" to mean "lady," and "ibbady-ibbady-ya" to mean a swing. In drawing, too, a form of rude symbolism is used.

The craving for realism comes later in the third three-year period, that is round about the ages seven, eight, nine, ten. It subsists very often until adolescence, when all the formless, uncouth, blundering efforts of the mind are at work, egoistically striving, not only to fit itself to the world, but also to fit the unadjusting world to itself. Our plain business with all these developments is first of all to get to know them, to correct our present knowledge by constant observation, and then, when we are satisfied that the developments are as well known as our state of knowledge permits, to follow their stages.

What the older generation has to offer the younger is chiefly sympathy, encouragement, opportunity, and a traditional technique of each art and craft. This last, the acquired technique, is ready to the teacher's hand, and we are commonly too quick to supply it, thrusting aside the early crude efforts before they have done their work. For their work is partly to lead to a point where the desire to express is baffled by an incapacity to represent what is desired. The boy wants to draw a ship, the girl wants to paint a flower. But the lack of technical skill produces, in the place of a visualised beauty, a disappointing ugliness. This is the moment for

offering the tool of acquired technique. The knowledge is now desired because it is needed for a definite aim. In effect, if not in words, the child asks to be taught, not in the general, but for the particular purpose: "So that I can do this properly." It is the golden moment for the teacher.

To miss such moments is a sin of omission only. But to chill by any cynicism, any drop of the cold water of disillusion, any weariness in the face of eagerness, is a sin of commission, and of the deadliest. How much potential creative work has been stunned into silence by casual sneers at early efforts is not to be computed by mathematicians. It is a mountain of accusation which we ignore; but it stands as an ugly mound, blocking the vistas of the future.

For Imitation.

Deserving of record is the gift of a site worth £800 by Mr. Francis Boston for the erection of a council school at Runcorn, in Cheshire. The Cheshire Education Committee and the rate-payers must indeed be grateful for such a gift in these hard times. Other philanthropists might well copy this generous donor.

Some Figures.

The number of elementary schools maintained by local authorities on March 31, 1928, was 20,684, viz., council schools, 9,271 and non-provided, 11,413. This last figure is made up of Church of England schools, 9,842; Roman Catholic, 1,144; Wesleyan, 125; Jewish, 12; others, 290. These figures were given by the President of the Board of Education in reply to Mr. Whitely, who asked for much other information as well. On January 1 this year there were 692 grant-aid provided secondary schools and 648 non-provided. The number of scholars in elementary schools in 1927-28 was: provided, 3,671,804; non-provided, 1,939,259. In secondary schools the figures were 212,902 and 180,279.

The Educational Travel Association.

The Educational Travel Association is arranging an attractive summer holiday course in "Geography by Travel" and in "Regional Survey Methods" in Norway. The party will sail on the *Meteor* from Newcastle-on-Tyne on July 27. Further particulars may be obtained either from the list of overseas summer courses published by the Board of Education or by sending two loose penny stamps to the Hon. Secretary, E.T.A., c.o. County Training College, Crewe, who will supply illustrated booklet and map and programme of excursions to glaciers, historical buildings, viking ships, and Eskimo collections. Instruction in field work in the open-air sciences will be given to members of the party desiring it.

PREVENTING THE "BREAK."

BY EILEEN ELLISTON.

Two chance remarks lately set me thinking. One was: "My little girl is not doing so well as she did in the Infants' School." This from a mother of a child who had just passed into the Upper Department of a good school. Inquiry showed that the child had lost interest. The teacher treated the children as infants, and took them back to babyish work with nothing to strive for; no glow of achievement was possible. The little girl, bored, got into mischief, became careless, and seemingly incapable of steady work.

The other remark was from a Standard II teacher, who told me that in the first quarterly test in English for his children the head teacher gave a given number of disconnected words to be put into sentences.

Now I happened to have read many compositions by these same children when in Standard I of the Infants' School, and knew them to be far ahead of such simple work. The heads of both schools were excellent in their way, but they lacked a knowledge of what had been done in the earlier stages.

The breach between the two departments is often very big. I have seen Standard II children praised for a neat ruler drawing of a 4-inch square, and yet in the Infants' Department those same children had made models of chairs and tables, baskets and boxes, all to ruler measurement. I do not blame the teachers, for I was an Upper teacher myself once, and I undervalued small children's ability, just as the teachers of Standards I and II do to-day. But I am sorry for the little people, for time lost can never be regained.

Would it not be possible to have a movable teacher on each staff to be worked thus? Let Miss A. take the top class of the Infants' Department for one year, while Miss B. takes the lowest class in the Upper Department at the same time. Then, with her full knowledge of what the top class infants can do, let Miss A. move from one department into the other with her pupils. Meanwhile Miss B. comes down to the Infants' School, and begins her biennial term.

Now that co-operative work is so much in demand in our schools, it is surprising that there should be so little co-operation between the departments. It is true that some Upper Heads allow the teacher who is to take the lowest class to spend a day or two in the Infants' School to observe methods, &c. But is this enough? A year's service in the one department, followed by taking one step higher in the other department, should give valuable knowledge to both heads, and, what is more important, would prevent that "break" which so often occurs in passing from one grade to another.

LETTERS FROM A YOUNG HEAD MASTER.

III. After One Term.

My Dear H.,—On the last morning of term a boy came to me and said, "I may be leaving after the holidays." Then he turned quickly from me because his eyes were so full of tears that he dared not say more. A happy-go-lucky, casual, irresponsible sort of fellow in the ordinary way, and yet—Lord, how blind we can be!

And I had been wondering, in a dull, end-of-termish fashion, whether schoolmastering (and especially headmastering) wasn't the most thankless job on earth, and whether children were really much the better for all our trouble and hard labour.

Somehow that incident gave me fresh courage. When I came to review the term as a whole, I felt because of it more inclined to dwell upon what had actually been achieved, and less daunted by the thought of all that might have been.

It seems to me that we schoolmasters (being, I suppose, so perfect ourselves) are apt to be over-disappointed that we get so little in the way of perfection from our pupils. Don't you think we too often make the cardinal mistake of forgetting that these youngsters have *everything* to learn, and that their way towards perfection must constantly be through error?

Three months ago our school had but opened its doors; its members were no more than a "fortuitous collection of atoms." A week ago a boy was heard to declare that it was "the best school in the world." Other boys in other schools have been known to make the same declaration, and one need not take it too literally; but it's the right spirit. Only a day or so before the end of term I was called upon to decide what must happen to a boy whose name, by some error, was on the list of two houses. Each house captain pressed his case to the uttermost, and neither would give in. His house meant too much to him.

On the last morning of term a notice was displayed, which said: "The Engineering Society wishes all the other societies the compliments of the season." The same day were published Vol. I, No. 1, of the school magazine (editorial staff: two masters, six boys), one hundred and fifty copies of which were sold at sixpence each on the day of issue, and the first number of a form magazine, the editors of which handed to the recreation fund the sum of 2s. 2d. as the result of their efforts.

Do these things seem trifles to you? I confess I rate them highly. Our term has been full of imperfections and unrealised ideals (must one always compromise in this world?), but I can never forget that these things have really happened. Nor can I

forget such moments as when the school orchestra and choir played and sang to a full hall of parents, when the massed house choirs (some seventy-five singers all told) led the school in songs and carols, when the first football colours were awarded amid storms of cheers, when a costume play (partly home-made) was presented before morning assembly, when the first boy volunteer read the Scripture to the whole school at prayers.

Equally highly do I value some more intimate, more personal reminiscences. When first a prefect, half apologetically, came to report to me some misdemeanours of which his newly-developed sense of responsibility disapproved. "They don't think of what it means to the school," he said. Yet I am told that that boy was himself a regular storm centre before his elevation to prefectorial rank.

And, later, when a boy came to me with a beautifully executed builder's plan of the school. His own idea and unaided creation. A practical arithmetic lesson had started him on measuring the passages and classrooms; the remembrance of some old plans he had seen at home had given birth to a secret ambition. For weeks he had toiled and toiled no one. The result, a drawing which delighted an experienced architect. Now, of course, the boy wants to be an architect himself, and—we can help him to be one.

Only why, why is it necessary to pass everyone who wishes to be an architect through the narrow gate of an academic examination? The boy is a gentleman, his general education is good, but we'll have no end of a job getting him through matric. For one thing, he's not touched a foreign language yet—and he's not as young as he might be.

Thus our term. But I fear, in reading over this letter, lest I see you shake your wise old head and take up your pen to write in your matter-of-fact way (a way which covers a multitude of virtues) to remind me that I have told you nothing of what school in the main consists of—lessons. I'll anticipate that criticism; next letter you shall hear of all that happens "within the four walls."

I purposely omitted our classroom activities this time, partly because I had so much else I had to say, and partly because next term we are trying out several interesting experiments, about the working of which I want to tell you. This term we have been feeling our way, educating the boys up to methods demanding initiative and responsibility. Next term we are going to try them out—by degrees.

Ever yours,

G. S.

WANTED, A LITERARY GEOGRAPHER.

BY R. W. PAGE.

Geography, popularly speaking, is the science of the world as the home of man. It is a vast and fascinating subject which still languishes in comparative unpopularity. It lacks its great man, the genius who can control its vastness, illuminate its obscurity, and present to the ordinary reader its fascination. Enthusiastic geographers have referred to it in sorrow as the Cinderella of the sciences; it needs now its fairy prince, or perhaps its fairy godmother.

History is in much better case. It is almost the spoiled darling of men of letters who read history, comment on it, and even write it, solely because they have experienced its fascination. Mr. Chesterton, for example, with no specialised knowledge of his subject (as he himself affirms), writes a history of England. Who could imagine him writing a geography of England? How entertaining, how superbly inaccurate it would be!

History is action, and geography is but the setting or stage of the action, and herein may be an explanation of the comparative obscurity of geography. But the explanation is inadequate. Action is more interesting than setting (the play's the thing); but suppose the stage began of its own accord to take part in and change the course of the action. Suppose, in the midst of the play, the stage was upheaved or cleft asunder or sank below the footlights. Then the actors and the onlookers would begin to realise that the stage claimed some attention on its own account. Action is more than setting; but action cannot take place in thin air; it must be firmly planted on the solid earth.

Some years ago Mr. H. G. Wells published his "Outline of History." It had a great success in England and an enormous success in America. He brought history home to men's hearths and bosoms, and his "Outline" was a topic of conversation among people whose previous knowledge of history was of the slightest. He made history readable, and the reason was that he is a man of letters first. The same could be said of Macaulay and Carlyle. But when we turn to the great geographers we find that they are geographers only. Students of geography are under great and grateful obligations to such men as Herbertson, Sir Halford Mackinder, Professor Lyde, and Dr. Marion Newbiggin; but the general reader has never heard their names. We want a Wells or a Pelloc, or a Lytton Strachey, or a Trevelyan to write an "Outline of Geography," and to capture the interest of the man in the armchair. Some eminent geographers cannot even write good serviceable prose. They twist and torture their mother tongue into fantastic forms, and for this offence have been sharply censured by Professor Lyde. In the preface of his book on "Europe" he

says: "Geography, when studied as a synthetic and human science, is the most valuable of all educational agents except literature; but when it is studied as an ultra-analytical and non-human—almost an inhuman—science, both its attractiveness and its educational value are minimised. It happens that most of the persons who have been most active in this direction . . . have been active also in support of a reckless nomenclature. Yet, if the Mother Tongue and her literature must always have the first place in true education, no other subject—not even if it can claim the second place—may misuse that Mother Tongue. For instance, to claim the use of such adjectives as *high* and *low* for any one of the several sciences in which they have a very special meaning, is an obvious impertinence; and to claim further the right to use them as nouns . . . is a gross prostitution of the English language, nor does there seem to be an excuse for it, at all events in geography."

To illustrate. There is a geography text-book, largely used in schools, which bears the imprimatur of a University Press. The writer says: "Halifax, Nova Scotia, is an eastern termini of two Canadian railways." The solecism is not a misprint, because it is repeated a few sentences later. He speaks of the "flotability" of rivers, a neologism for which there is no warrant and no need. In any case the term is inaccurate. Rivers are not and cannot be "flotable." He employs the barbarism "Britisher," and writes a sentence like this: "Even if the continental shelf were only 300 feet below sea-level the greater part of it would become dry land, and the British Isles would once more be attached to the mainland." What does it mean?

Geography is of vital import in education for citizenship and of the highest value in education for individuality. Its ethical appeal is profound, but it will not appeal to the plain man until it is written plainly and pleasantly.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

March, 1849.—Seventy Pounds a Year.

"The Schoolmasters of the Middle Class must feel flattered by the estimate which Sir Robert Peel and the Rev. Mr. Moseley have conjointly formed of the value of their services. If £70 per annum be their notion of a just remuneration for a first-rate Schoolmaster, what must be their idea of his individual worth as compared with a first-rate Lawyer, a first-rate Surgeon, a first-rate Clerical Inspector of Schools, or a first-rate Minister of State?"

CREATIVE WORK IN STORY-TELLING.

BY ROSA HOBHOUSE.

II.

"The Story-maker's Philosophy," followed by "The Miller and the Mice."

In our last article it was stated that the most living suggestions for stories are likely to be derived from impressions and events personally experienced. Our selection of raw material out of that experience will be determined finally by our philosophy of life.

The idea of philosophy being the chief factor in determining the nature of our stories may sound rather incongruous with that of delighting children. Yet, as we study the simplest story, is it not true to say that it bears within itself traces of life at its heart as we most desire it, be it a tale of merriment mingled with loving-kindness or of calamity awaiting the good angel of compassion to set its misfortune to rights? Children love the feeling that broken happiness, like broken toys, can be mended. Perhaps in no other sense should little children be entertained with misfortunes at all.

In an article on "Hans Andersen's House" a young Dane is quoted as having said that "When the children of Denmark have grown up to be sixteen and seventeen they put the fairy tales away, but that when they are twenty-three or twenty-five they take them from the musty cupboard and read them again with a newer understanding, for then they begin to see the philosophy of Hans Andersen," that philosophy being hinted at in the saying written by himself upon his house in Odense on the island of Fünen, in Denmark:—*Livet selv er den deiligste Eventyr* ("Life itself is the most wonderful fairy tale"). Indeed, our tales, if they are works of art at all, must arise out of our daily attitude to life as a whole, as well as from incidents involving personalities in particular. A beggar may be creeping down the country road in which we live, knocking at the various doors. As he approaches he sees us at the gate, and, if we have read his thoughts aright, the impression made on his mind by our presence is not very different from that which would be produced by a watch-dog. He is old, and we beckon him, perhaps, in order that in our house at least he shall be, as a guest, beyond the reach of the law. As he enjoys a simple meal under the orchard trees we reflect with some perplexity on the situation. If we happen to be stoned by child beggars in Italy for not unburdening our purses of *soldi*, we shall need no

one to expound the evils of begging, and yet we cannot reconcile the idea of a hungry man asking for food being penalised as a criminal, with certain teachings read from the lecterns of the State Church. None of these thoughts could we share with young children, but it may be that the incident, seen later in perspective and through the atmosphere of a lighter mood, will yield us some such tale as "The Beggar at the Birthday Feast."*

Or we may be struck with the deeply troubled mind of the Indian lawyer (referred to in "Christ of the Round Table") because he had set two dogs on to a rat which had fallen into a tub, and (whilst not sharing the Hindu view as regards the destroying of even injurious creatures) we recollect the extraordinary difference we have ourselves felt between leaving the cat the free range of the corn shed and introducing him to some narrow space into which a poor mouse has had the unwisdom to get caught. We play at "Cat and Mouse" in Christmas parties, but who could play at traps and snares? There happens to be a rat who has made his retreat under a bramble bush near my duck pond. In thinking of his home I am sensible of the charm that belongs to all family life, and, but for the danger of overpopulation, one would gladly let the idyll of his life proceed. The whole question as to whether it is possible to remain in a completely kindly frame of mind towards those creatures which of necessity must be done away with is here raised, but "questions" as such do not suggest stories. In my own experience, however, the raising of this issue was followed by an incident which re-introduced me into the world of the little creatures (the mice) so delightfully and with such intimacy that I found myself forming a story of a boy to whom a like experience brought a lifelong attitude of friendship to both the mice and their arch enemy, the cat. It was not composed for any particular use, but after-thoughts supplied the suggestion of the need in country districts, where boys are enlisted for "rat week," of dealing in some suggestive way with the possibility of this kindly disposition towards both. Such a little story as the following would at least, I believe, help to cultivate such an attitude of mind:—

THE MILLER AND THE MICE.

Ulmer lay asleep in the ground-floor room of his mother's cottage. Little noises came from the

* A Story which appeared in *The Road*, December, 1926.

corner, and seemed to run here and there under the boards. Half awakening out of his sleep, the boy raised his head and leaned forward a little, in the dark. The noises, which had stopped for a moment, began again, swift, short runs and tiny rappings. "Oh, it's *you*, little mice!" cried Ulmer, recognising the sound as the sleep cleared away from his mind, and his face so shone with delight that it would almost have seemed as if it must have lighted up the darkness. Then, lying back, he continued to listen with the ear that was not buried in his pillow. A scuffle and a pause, and then it was just as if one little mouse was picking its way slowly along a tight rope! Little knockings, perhaps with their tails, then proceeded from the corner of the room towards the centre. Ulmer gave a suppressed laugh. "That's right, little mice, enjoy yourselves whilst you may!" he said. This they must have heard, for afterwards there was a fairly long silence, but before Ulmer had succumbed to sleep they began again—little tricklings of noise going here and there, a sudden scamper and a pause, then, just as he was about to fall asleep, Ulmer heard the gnawing of the boards. This made him think of the René, the cat, and he wondered that René should have done her work so badly as to have allowed the whole family to be parading up and down, merry-making in the middle of the night. In his heart of hearts Ulmer was not really at all sorry for this, for, as he still listened with the ear not in his pillow, he felt vividly the reality of that under-floor world and the joviality of those who were living there. He forgot that the mice would be running to and fro in the darkness, through which, no doubt, they could see, but pictured them in a lighted-up region of boards and bricks with numberless crannies. To him it was all very clear—beams with holes in them, passages and playgrounds, a living room perhaps, and certainly a larder. After a while he fell asleep as soundly as ever.

You might almost have thought that Ulmer would have dreamed that he was under the boards along with the mice, but he did not dream at all. In the morning he got up, enjoyed his breakfast, and went off to meet his playmates in the meadows without a single thought of what had happened in the night. But that afternoon, as he sat in his father's bakehouse, he saw René the cat. "René," he said, "when I am a man I am going to have a mill, and I shall want a cat; if your kitten has kittens I will have one of your great-great-grand-kittens to be my cat." As he talked thus his

thoughts were of how fine it would be to be a miller and to have a cat of his own. To his conversation René listened with a dreamy look in her large amber-coloured eyes.

Now when Ulmer was old enough, he was put to work with the miller from whom his father bought his flour, and, as years went by, he fell in love with the miller's daughter, whom he afterwards married. This meant that, later on still, when the old miller died, Ulmer and his young wife went to live at the mill, for the miller had no sons of his own to carry on the work. And, just as Ulmer had said, they chose one of René's great-great-grand-kittens, and it became their cat and they called him Ruffles. So Ruffles and Meg, the cat who had lived at the mill for many years, divided the work between them, and they made a good reputation for themselves defending the miller's corn.

But there was one thing that people always noticed about the miller, and that was that he had always a tender place for any little mouse which he might chance to see glancing silently across the white floor of the loft, or scuttering furtively into a pitch-black hole! "Good luck to you," he would say with a smile; "enjoy yourself whilst you can." Never once did he speak harshly to them, and he had even been heard to say a good word for the grey rat who had made a home for his wife in a kind of castle under a heap of stones by the stable. Even when the miller's wife had shown him a piece of pie-crust dragged half-way down a hole in the pantry, he only exclaimed with a merry laugh: "There, there, to be sure! Sensible little fellows, they know what's good as well as you and I, mother," at which his wife could only look pleased, for was he not praising her pastry?

You will notice that he called his wife "mother." That is because they had a little son called Jock and a little daughter whose name was Nan. And when they were old enough the young miller on winters' evenings would sit by the fire and tell them stories of all sorts of people, of kings and queens, of beggars and bakers, but best of all they seemed to love the tales of the little mice, who play at keeping house underneath the floor. And sometimes, just as they were deep in their listening, there would be a noise, ever such soft knockings or scuffings or a tiny tap, tap, tapping, and their father would whisper "Hark!" and put his finger to his lips, and together they would feel as if they were living with the little mice who live under the boards and who had been skilful enough to escape the attention of Ruffles and Meg. And so long as they were clever enough to do this, the miller always said they deserved their happiness.

GIRLS AND LATIN.

By D. V. WALLACE.

When starting work with a new class entering on their second, third, or fourth year of Latin it has commonly been my practice to ask for a show of hands of those girls who like the subject.

The response has almost invariably been small, and I think it is true that the majority of girls look upon Latin as a necessary evil, a dry and difficult subject, of which, however, they are obliged to obtain a smattering for examination purposes.

The exceptions are usually those girls who have, up to a point, studied with boys and have been taught by masters. These are the girls who are genuinely interested in classics and who pursue their classical studies at the university.

Thus it seemed that the dislike of Latin was not inherent in girls, but must be in some way connected with the presentation of the subject.

I set myself, therefore, to see what could be done to infuse more life and interest into the Latin lesson.

I realised what a dreary thing translation lessons often were—faltering, stumbling efforts at translation, half the class bored and inattentive, and the result of the forty minutes' labour—what? A mangled English version of Caesar or Ovid or Virgil hazy in the minds of the pupils by reason of their struggles; and in what respect was their real knowledge of or pleasure in the classics increased? Rather did they leave the class-room more bored and puzzled.

This was one of the great problems.

Another difficulty was experienced in the lesson which dealt with the corrections of written words. How hard it was to keep the class attentive and interested over corrections in a Latin exercise which might apply to some members of the class and not to the rest.

For a few years the direct method of teaching Latin seemed a likely solution: there was no more boredom in the class, and the subject was a living one dealing with chalk and chairs and class-rooms, and the beginners learnt to express themselves in Latin with fluency and zest.

But when it came to second-, third-, and fourth-year work with less concrete ideas many difficulties arose from the lack of suitable direct method books and dictionaries, and the time factor presented a great problem with the examination bugbear ever before us.

Faced with these difficulties and that of new pupils coming into the school, who had been grounded on other methods and were all at sea with ours, we gradually abandoned our enterprise with some reluctance, but with a feeling that we had gained valuable ideas.

After these experiences I evolved a few methods which may be of interest to other teachers of Latin.

In the translation lesson I tried to aim at understanding what the author had to say, and also at gaining some grasp and appreciation of the words in which he expressed his thoughts. With all books shut, the class would first be called upon to give quite briefly in English the gist of the passage they had prepared for translation; a little discussion might follow as to Caesar's methods of warfare or any other theme suggested by the text.

Next came the important subject of vocabulary, and the class would be expected to produce from memory new Latin words found in preparation with their meanings. It stimulated interest to let them keep a record of their answers and misses "just for fun" in this part of the lesson.

This vocabulary exercise could be carried out in different ways, and sometimes paper and pencils were called into use while answers to questions such as these were required:—

What Latin adjectives does Ovid use to describe the following words (in the passage prepared)?

By what verb does he describe the action of so-and-so? Give its principal parts.

Give the Latin phrase used by Ovid for —.

The excitement over these varied exercises was great, and there were no bored and listless members of the class, for they began to appreciate something of the language.

After one of these lessons, dealing with the "Storm at Sea" described by Ovid, I remember setting as homework a translation of the passage either in prose or verse. The result showed how well the class had entered into the spirit of the piece, and there was one verse rendering in particular which was quite a creditable bit of literary work as well as being a good translation.

Another help in dealing with a stiff piece of translation was a system of co-operation; the girls, working in pairs, would often elucidate a passage which had baffled them singly, and I would sometimes give them ten minutes of the lesson time, working in pairs under my supervision, to try to disentangle the knotty passage. It was ten minutes well spent for the girls to do the work themselves rather than for the teacher to do it for them.

This system of co-operation solved my difficulties also with regard to the correction of Latin exercises written at home. The books were brought to the lesson next day, and the class was divided into sets of four, who had leave to talk among themselves and discuss the exercise they had written. Having

decided on the correct version approved by the four, one of each set would write out in pencil a fair copy. At the end of about ten minutes silence would be called, and the sets asked whether there were any points on which they could not agree; these were then dealt with on the blackboard, and next the fair copies of the sentences would be read out for approval or suggestion. In this way the class found out and corrected all the mistakes in their exercises without having to be told.

This was always a most stimulating lesson, and it was interesting to hear the discussions which went on over various constructions and words, which were more convincing and effective than many discourses of mine would have been.

Needless to say, the exercises were afterwards collected and marked by the teacher.

Sometimes after a lesson on a new construction the girls would write an exercise on it, working in pairs, on the blackboards which surround the classroom, while the teacher walked round pointing out errors to individuals or common faults to the class as a whole.

Proceeding in this way and bringing one's imagination to work in devising variations of these methods the work went on happily, and the dislike of Latin was overcome.

Medical Education.

The Committee appointed by the Senate of London University to inquire into the medical education of women have published their report, and they unanimously favour co-education in some medical schools at least. There should be three types of clinical education: (a) for men only, (b) for women only, (c) for men and women. The Senate has given its "general approval" to the report, and has requested the Vice-Chancellor, Sir Gregory Foster, to invite those schools in the Faculty of Medicine which do not admit women to consider the possibility of accepting a quota of women students.

Some Appointments.

The Rev. H. N. Asnam, Head Master of Owen's School, Islington; Mr. E. W. Hughes, Head of Birkenhead Institute Secondary School; Miss Gertrude Wright, Head Mistress and Lady Warden of St. Michael's, Bognor. Mr. F. C. Doherty, senior classical master at King's College School, Wimbledon, since 1925, and from 1919 to 1924 assistant master at Radley College, has been elected Head Master of Oakham School, Rutland. The present Head Master, W. L. Sargant, M.A., is retiring next July after twenty-seven years' service.

OUR MONTH'S PICTURE.

The Wasp.

There are more than twenty different species of wasps in Britain, but some live solitary lives, only seven having the habits of the well known garden and household variety.

Three of these—*Vespa vulgaris*, *Vespa Germanica*, and *Vespa rufa*, known as the common, German, and red-legged wasps—build their nests underground; the wood wasp lays its eggs in the nest of the red-legged species; the tree wasp (true to name) builds in trees; and the Norwegian prefers bushes.

The seventh social species is the hornet—*Vespa crabro*—much larger than the wasp in size and richer in colour. Though its sting is formidable, this wasp is even-tempered, despite its habit of eating honey-bees.

Through the winter, the spring, and to the end of June, large wasps are found in protected corners or flying about in search of localities possible for nest building. These are the queens, and each one destroyed may mean three or four thousand fewer wasps when the fruit season arrives. For each queen is the potential builder of a nest of social wasps and the mother of its tenants.

The wasp builds a nest of hexagonal cells for brood raising, and, as no honey is stored, a kind of paper, made by masticating wood, is sufficient for its construction. The nests are suspended from a stalk fixed to a root or other secure position. Starting with four cells, more are added at the sides to complete the floor, and then other tiers are suspended from the first by stalks or pillars.

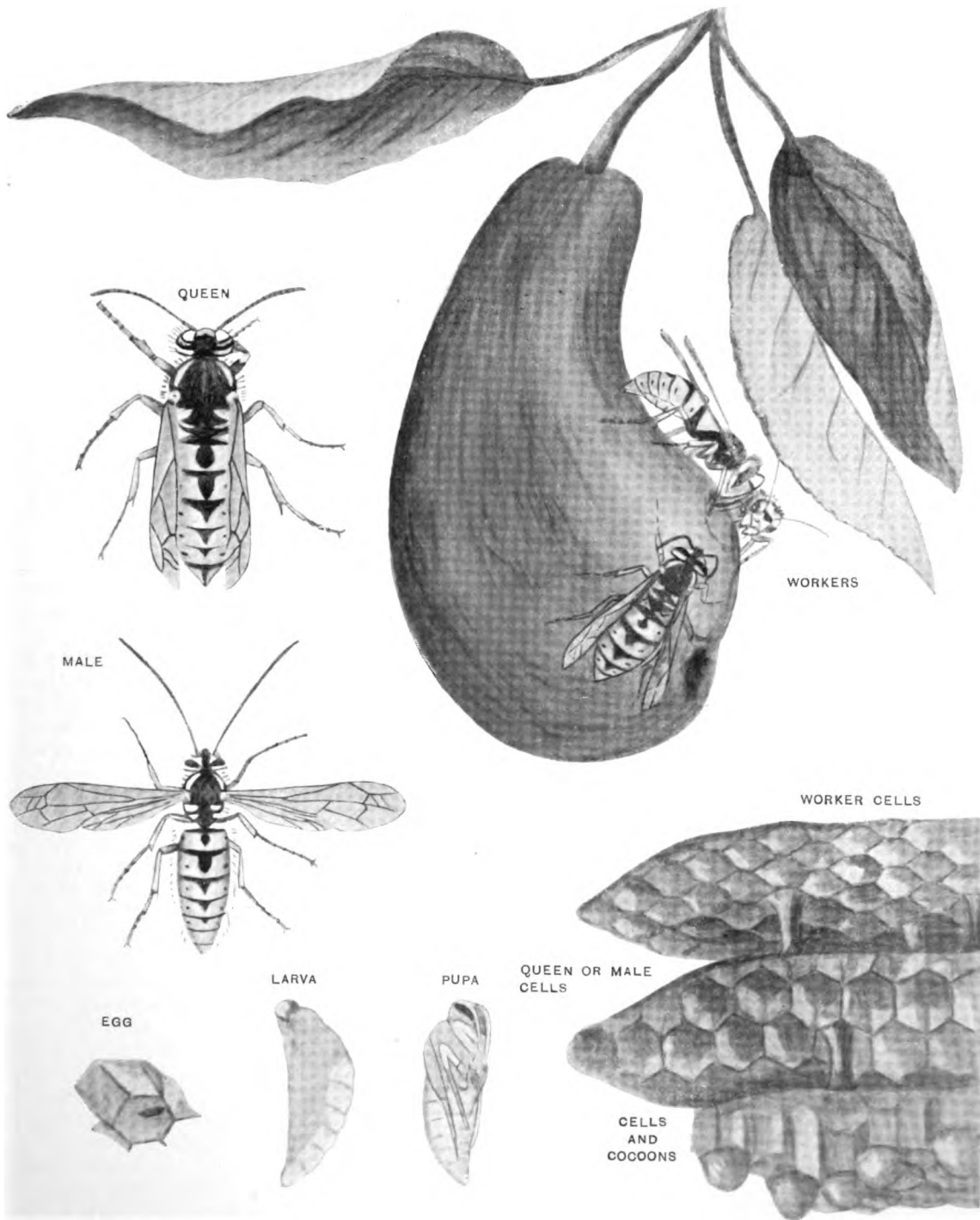
The larvæ are fed at first by the queen until they cocoon, the workers giving their help when old enough, so that eventually the queen need only attend to the egg-laying. The early broods are of workers only, perfect females and males coming later in the season.

The social wasps are much alike, the common and the German wasps being those best known. Hoverflies have similar colouring, but may be seen to stand still in the air; they should never be disturbed, being most useful in destroying aphides.

Wasps destroy flies and other pests, but also many beneficial insects, raiding any hive not well defended and killing the bees and carrying away the honey. It is a debatable point, but it is probably wise to destroy every accessible queen wasp and its nest as soon as possible. The nests are sometimes dug out for their larvæ, which are dried as food for insect-eating birds.

Travellers tell us of a South American wasp that makes and stores honey of a kind poisonous to human beings.

M. L. BROOKE.



THE WASP
(*vespa germanica*)

JEAN—A STUDY.

By J. G. STEWART.

She was tall and lanky; twelve monotonous and weary years had passed over her head, and she who had never been a child was now almost a woman. She wore a nondescript dress covered by a nondescript coat; her legs and arms protruded like panhandles; her light brown hair lacked vitality; one had to look carefully into the wistful eyes to discover whether they were brown or blue or grey; even her cheeks lacked the healthy glow which would have redeemed her from utter colourlessness. Eldest of a family of seven, Jean had carried about a baby from the time that her thin little arms could bear the weight. She had gone to school each morning thankful to rest on a wooden bench and to pass as much of her time in semi-somnolence as the vigilance of the teacher would allow. After four o'clock home duties demanded her attention, till, the last small child in bed, she would take out her lesson books and make a futile attempt to cram some facts into her weary brain.

Jean had reached her last year at the elementary school and the class had a new teacher. Before many days were over the children were aware that this teacher understood! She knew when you were really trying, and she never made fun of your mistakes. Strangest of all, she seemed to like the stupid pupils as much as the clever ones. One day, Jean, whose excellence in writing was her one claim to distinction, felt a touch on her shoulder as Miss Smith handed back her exercise. "My dear, this is beautifully done," she heard a kind voice say; "I think it is the neatest exercise in the class. Will you come to my desk while the others are working their sums? I want to talk to you about the things you do not understand." A gleam of light had come into the wistful face at the first warm words of praise, but it was somewhat quenched by the thought of the ordeal at the desk. But, to Jean's amazement, it was no ordeal. "Don't be afraid to tell me just exactly everything that puzzles you," said her teacher. "I shall not think you stupid." Stumblingly Jean began, but soon gained confidence as she found that Miss Smith never lost patience and was willing to repeat the same explanation a dozen times if necessary.

Jean's mother could not understand her daughter's sudden fondness for long country walks on Saturdays. The pram, with its latest occupant, got the benefit of fresh air, while the schoolroom on Monday was always gay with flowers. Gradually she became interested in almost everything that Miss Smith taught; she began to realise that she was living in a world of wonder; she borrowed books from the

school library, and, because Miss Smith said she ought to read, her mother allowed her an occasional half-hour, while she herself stole many another from the time allotted to sleep.

One memorable evening Jean made her first real stand for her rights. When asked to clear the supper dishes and put the children to bed, she said: "Couldn't Lily take a turn? I've a lot o' lessons, and the scholarship's that near now! Miss Smith says I can try the exam."

Lily was Jean's only sister, a fair-haired, blue-eyed girl, and the beauty of the family. She had a great desire for a good time and a strong distaste for work, and her mother, finding her somewhat unreliable, made little use of her.

"What's come over ye, lass, that ye're so set on the school now? Is it that new teacher that's took a fancy to you?" said her mother.

"Miss Smith's nice to everybody," replied Jean, blushing. In the depths of her reticent nature she knew that her feeling would not bear discussion. "But you know, mother," she continued, "I'll get a better job if I pass the scholarship and go on to the higher grade."

"The girl's right, wife, give her a chance," said her father, looking up from his newspaper. As a rule he did not take much interest in his eldest daughter, regarding her as a useful drudge; but his pet, Lily, had been rather pert to him that evening, so Jean had unconsciously found a good opportunity.

At the end of the session, when Jean passed her scholarship examination and gained a prize for progress, her family began to think there was something in her. The child now took a pride in herself; happiness brought a tinge of colour into the pale cheeks, and she blossomed into a not unbecoming girlhood. One year at the higher grade continued the good work, and then, as a shop-girl, her patience and ready interest made her of real value to her employers. When, at the age of twenty-two, Jean married an industrious young engineer, her personality had so far developed that there was no longer any danger of her becoming a hopeless drudge. She became instead a true helpmate to her husband, and their little home was one of the happiest in the town.

Miss Smith continued to teach other Jeans. She was not conscious of doing specially good work; she used to say of herself that she was no good at fancy subjects, and her class never won awards at festivals or took a prominent part at school concerts. The Jeans of that end of the town, however, will never forget her, and in their hearts she is enthroned as the nicest teacher they ever had.

EDUCATION IN JAPAN.

By C. BOYD-BOWMAN (Kichijoji, Tokyo-fu).

Education in Japan has reached a very high standard of development, especially in the primary stages. Illiteracy has been so reduced that of men called up for military service only 1 per cent. are unable to read and write, and these include mentally deficient and men from remote islands.

The first government office for educational affairs was established in 1868 (the beginning of the Meiji Era), and four years later saw the creation of the Ministry of Education. After a study of western systems of education, especially that of France, a Code was issued, dividing the whole country into educational districts, each with universities, secondary, and elementary schools. An Imperial Rescript of those days reads:—"Henceforward education shall be so diffused that there may not be a village with an ignorant family, nor a family with an ignorant member, regardless of class. . . .

There is great popular enthusiasm for education, and the last decades have seen a great extension of higher and secondary schools. At present graduates of universities and higher schools are finding it difficult to get jobs, but there is no slackening in the number seeking to enter. Each year new schools are established, and a number of higher schools have recently been raised to university rank.

The primary schools give a six-year course starting at the age of six, and, at the time of writing, there are just over ten million children in these schools. Some give a further two years' higher elementary course or an elementary technical course, and it would seem likely that in the near future the compulsory primary school course will be extended to eight years. Because of the difficulty of learning to read and to write the Chinese characters, much time has to be devoted to that, and sufficient progress in other subjects is hampered.

Secondary education is provided by middle schools for boys, high schools for girls, and by technical and special schools of secondary grade. The fees charged in middle schools are very low (about fourteen shillings a month), and secondary education is therefore within the reach of almost all classes. In the last fifteen years the number of pupils in secondary schools of all kinds has doubled, and for the last year for which figures are available exceeded six hundred and fifty thousand. Entrance has hitherto been by competitive examination, but the growth of intensive cramming has recently led to an agitation in favour of the abolition of entrance examinations and the substitution of recommendation based on the record of the pupil's work in

the lower school. The new system is this year on its trial not only in the entrance to secondary schools but also to the higher schools.

The secondary school course extends over five years. It is in the secondary school that the pupils commonly begin their long and painful struggles with English, the boys having from five to seven hours a week and the girls three. In a few private elementary schools English is begun in the last two years. In the public secondary schools there are no longer any foreign teachers of English, but in the not inconsiderable number of private institutions of this grade, especially those under missionary influences, there are still foreign teachers. There has been a steady reduction in the time given to English in middle schools during the last thirty years, as more and more subjects have had to be crowded into the syllabus, and there is a growing demand for the making of English an optional instead of a compulsory subject. This is not on the ground of a lessened appreciation of the importance of the language, but because of its relative unimportance for pupils destined to pass their lives in the humbler positions.

Higher schools, which are really preparatory schools for the universities, have a three years' course, either in literature or in science. Their number has doubled in the last ten years. A second foreign language, in almost every case German, is here begun, and from ten to thirteen hours a week are given to language study. All higher schools have foreign teachers of English and German.

There are five Imperial universities in Japan proper which enjoy a peculiar position and reputation. But the last few years have seen the total number of colleges of university rank increased to nearly forty, two of which, located in Tokyo, are already old and of high repute.

Higher education for women has hardly yet begun, but there is every indication that it will develop slowly but with gathering momentum on lines somewhat similar to those on which it developed in England, a gradual and grudging admission to the privileges of the universities.

It is interesting to note that the Minister of Education has also charge of all matters relating to religion, literature, and art. The complete separation of religion and education is most strictly maintained. No Government or private school or institution, the curricula of all of which are regulated by laws and ordinances, is allowed to include in them any religious instruction, or to hold any religious ceremony in the school buildings.

HISTORY TEACHING REBORN.

By FREDERICK J. GOULD.

III.

"The king of Persia, Xerxes, sat on a throne of white marble, and joyed to see the sailing match of his ships near Troy, and the array of his army—spearmen with spears adorned by gold and silver pomegranates, and the rest; and he wept. . . ." This picture is snatched from the Father of History; and it is strange that, while the pages of Herodotus (died 400 B.C.) are never dull, the Northern Ireland Board of Education reported in 1928: "No subject in the curriculum is less well-taught than history." Reports on England I omit; and I hasten to say that the secret of Herodotus lies largely in his biographical and legendary anecdotes. Legend, of course, is a social mirror to biography, composite and poetic, and is distinct from fiction. In giving legend this high honour, I am indicating an historical principle of immense consequence, whose scope every judicious teacher should study. We may now survey the five norms of the Early Age (to 400 A.D.), and annotate biographically.

1. *Human Geography*.—Such stories as the Greek legends of Hercules and the Odyssey are associated with man's struggles with nature. The tales of Demeter and Persephone tell of agriculture. Old Chinese and Indian legends (and some old Chinese biographies) tell of early utilisation of plants, &c. Similar hints occur in "Hiawatha" and Red Indian stories. Modern travel books often contain folk-lore chapters which illumine the same theme.

2. *Industry*.—The discovery of the use of fire links with Prometheus, &c. Many arts and crafts appear in the tales of Hephaestus, Daedalus, &c. The Jewish Talmud has interesting stories of Bezaleel, the Tabernacle artist, and the builders of Solomon's Temple. Legends of China, India, and primitive peoples contain many lively hints. For socially useful travel we have the Golden Fleece voyage, the Odyssey, the Aeneid, &c., and Herodotus.

3. *Art*.—Glimpses of Apollo and his Muses. Legend of Amphion and Zethus and their musical architecture (which somebody ought to turn into a school playlet). Anecdotes of classical and Asiatic poets and artists. An admirable example from China is the tale of Pu the Potter, given in H. H. Peach's "Craftsmen All" (publishers, Dryad Works, Leicester). All schools should have pictures of the great sculptures and temples, and should learn simple outlines of the connected legends and biographical associations (Laocoon, Athene, Sphinx, Buddhist remains, Persian remains, &c.). The Jewish legends, already referred to, touch beautiful as well as mechanical aspects of industry.

4. *Science*.—Of course, our stage is only antici-

patory. Anecdotes of Archimedes, Pythagoras, &c., will help. Star lore and the making of the Calendar are of vast importance in the social evolution. Mary Proctor's "Legends of the Stars" (Harrap) will enliven the schoolroom, and furnish opportunities for morsels of a more exact astronomy. The Calendar and time-recording may be illustrated with legendary scraps about Janus, the Horae, &c., and a peep into S. H. Hooke's "New Year's Day" ("In the Beginning" Series, ed. Elliot Smith) will help. The history of mathematics, in its early phase, will yield crumbs of legend and human attraction.

5. *Social Order and Progress*.—Family life and manners, social life, law, politics, and intertribal and international relations are amply illustrated in legends and biographies in the Bible, Apocrypha, the indispensable Plutarch (a children's Plutarch should be familiar to every school) and other classical writers, the Hindu Muhabharata and Ramayara (of which the "Everyman Library" has selections), &c. Simple ideas of citizenship and law emerge from the charming legend of Egeria and Numa. All our schools should know the stories, in picturesque forms, of Zoroaster, Confucius, Buddha, Socrates, and of such fine Emperor types as Trojan (the tale of Trojan and the Widow should be told universally) and Hadrian. There are pieces worth choosing in Apuleius, and even Lucian. We are not likely to forget Aesop, and it would be delightful if we could all have access to the fables of the Hitopadesa and the Buddhist Jatakas. Even trade, coinage, and wealth have their story side, as in notes in Herodotus, the legends of Midas, Croesus, &c.

I have concentrated on the most difficult Age. The materials are rich for the Feuda-Catholic and Modern Ages; so rich, indeed (and destined to become richer with enlarged research), that I should myself be willing to dismiss (except for the School Library) the aid of so-called "Historical Fiction" (novels) for direct classroom usage. I grieve to think that, particularly in small rural schools, the romantic sources I have catalogued are so often beyond the teacher's reach. Time will repair these lamentable defects. I am also perfectly aware that the array of materials here presented is overwhelming, but any one central demand is feasible enough. I ask that, out of the mass of legend, biography, and anecdote, the teacher will select some bright and inspiring items to impart interest or amusement to the normal outlooks on Human Geography, Industry, Fine Arts, Science in its germs and forecastings, and the social life and customs and ideals of the Early and Latin Epochs of Civilisations.

DEATH GRATUITIES AND ESTATE DUTY.

In 1926 Mr. Justice Eve decided in the case of *Hawkins v. Dew* that a death gratuity was part of the assets of an intestate and liable for the satisfaction of debts under the Bankruptcy Act before the legal personal representatives could benefit. Mr. Justice Rowlatt, in *Attorney-General v. Quixley*, decided last January that a death gratuity payable by the Board of Education to the legal personal representative was aggregable with the other estate.

Finance Act, Section 2 (1) (d).

Miss Quixley, a mistress in the Blackheath High School, died intestate on April 11, 1927, and, under the 1925 Act, her sister was entitled to a death gratuity of £429. 17s. 11d. At the time of death there was other personal property of the value of less than £1,000, and the duty payable and paid on that was 2 per cent. If the £429. 17s. 11d. was aggregable with this other property, the rate of duty payable on it would be 3 per cent. and an additional 1 per cent. on the other estate. This depended on the interpretation of Subsections (1) (a) and (1) (d) of Section 2. Subsection (1) (d) refers to annuities purchased or provided by the deceased "either by himself alone or in concert with any other person." Mr. Justice Rowlatt held that the Superannuation Scheme was not within the Subsection (1) (d), which covered something voluntarily purchased or provided.

"Estate or Interest" of Section 22.

Subsection (1) (a), however, related to "property of which the deceased was at the time of death competent to dispose." Taken alone, these words would not cover a posthumous right to have money paid to executors; the property would be such as could be disposed of *inter vivos*. But Section 22 (2) (a) puts a different meaning on "competent to dispose." "A person shall be deemed competent to dispose . . . if he has . . . such an estate or interest therein or such general power as would enable him to dispose of the property, and 'general power' includes every power or authority enabling the donee or other holder to dispose of property as he thinks fit, whether exercisable by instrument *inter vivos*, or by will, or both." The Court held that the "authority" of the Legal Personal Representative came within the definition and Estate Duty was payable on the gratuity as property passing on the death of the teacher. But was it aggregable with the other estate? The learned judge held that it was. For, though the right to the gratuity was a posthumous right, she had in life an "interest" in its posthumous payment.

THE NATIONAL UNION OF TEACHERS.

Our N.U.T. Correspondent writes:—

The Union and the Dorset Letter.

At a meeting of the Executive on February 2 the letter sent by the Board of Education of October 18 to the Dorset Education Authority—and since made public—was discussed, and a resolution was adopted. The resolution expressed "surprise and regret" that the Board should have felt justified in commenting as it did on a matter which it admits is "outside the scope" of its administration. The concluding paragraph of the resolution runs: "The Executive is strongly of opinion that the comments are of such a character as to be likely to revive controversies in relation to the right of entry and the giving of sectarian instruction in provided schools." With regard to religious instruction in provided schools the view of the Union is that there shall be no interference with existing practice and, above all, that there shall be no right of entry for the purpose of giving sectarian religious instruction to any of the pupils. The Board's letter was deemed by the Executive to suggest a way in which such instruction might be given in a provided school *building* during school hours without contravening the provisions of Section 28 of the Education Act, 1921. It appears from the letter that "if on occasion there is a room in a provided school which during *part of the school hours* is not required for school purposes" the education authority may let it to people whose intention is to give sectarian religious instruction to the pupils.

A Fine Distinction.

In order that sectarian religious instruction may be given as the "Dorset Letter" seems to suggest, a very fine distinction must be drawn between the *school* and the *building*. Pupils, in such circumstances, are to be deemed withdrawn from the "school" although they are on the "building" in a room which for the time being, it is suggested, forms no part of the "school"! The Executive of the N.U.T. takes the view that in effect the creation of such circumstances constitutes a right of entry into provided schools. On this the Executive is unanimous in opposition.

* * * * *

Arrangements in connexion with the Easter Conference of the Union—to be held at Llandudno—are now nearing completion. Mr. Lloyd George, M.P. for the district, will attend at the opening session on Saturday, March 30. He will address the Conference on "The Future of Education."

* * * * *

A further instalment (£2,500) has been sent to the Lord Mayor's Fund, making £5,000 in all.

ADENOIDS AND MENTAL GROWTH.

Sir George Newman in 1924 set up four small medical committees to consider certain subjects which required further investigation. One of these committees was given the task of inquiring into "the incidence of and physical and environmental conditions associated with enlarged tonsils and adenoids, and into the methods and results of treatment"; an interim report has been issued. As about 10 per cent. of school children are affected in greater or less degree by these naso-pharyngeal maladies with evil consequences for health, and for education, the scientific study of the origin of these troublesome conditions is of first-rate importance. The committee has not yet completed the inquiry, for they have made it abundantly clear that the first chapters in the etiology of adenoids and enlarged tonsils can be written only after the child's pre-natal and early post-natal history has been studied. An inquiry on these lines will be their next business.

It is well known that children suffering from adenoids tend to become retarded educationally—the older the child the more apparent the backwardness. The cause may be defective hearing and consequent inattention. A child may be sharp and intelligent at times, and then dreamy and absent-minded, a condition (aproxexia) particularly associated with adenoids, and due, it has been thought, to interference with the circulation in the frontal lobes of the brain. Out of 405 cases (there were 502 "cases" and 138 "controls" investigated), 83, or over 20 per cent., were educationally retarded, as compared with 8 out of 119 "controls" (6.7 per cent.). Of the children under six years the percentage was 9.7; between six and ten it jumped to 24.7; over ten it reached 40.6. Dr. Newsholme's investigations at Croydon showed similarly that "above Standard IV the child with adenoids is found to lag behind the normal boy in his education, the difference increasing with advance in age."

As against the view that "aproxexia," or defect of attention, can be cured only by the removal of nasal obstructions, the results recorded on page 23 of the report are of great interest. Operation, it seems, may cure mouth breathing, or enlarged glands, or defective hearing (but not invariably even here), but of the 131 children who had their adenoids removed 19 were "educationally retarded." What happened? After varying periods they were re-examined, and 9 showed improvement, 9 were unchanged, and 1 (the report is quite frank) was worse! And still further to impress the need of caution in forming conclusions the records of another small group of 20 children are still more useful. They were treated by operation and re-examined after a period of from one to six years. Five of them

again were "educationally retarded." None was cured, 2 improved, and 3 were worse. And, *mirabile dictu*, 1 child became a mouth-breather, 1 developed otorrhœa, and 3 enlargement of the cervical glands, subsequent to operation! Were they, one wonders, cases of *post hoc* or *propter hoc*? The committee wisely point out that no trustworthy inference can be drawn from such cases.

There are, of course, many other associated symptoms besides mental retardation—defective hearing, defective speech, glandular enlargement, disturbed sleep, mouth-breathing, otorrhœa—among them, any of which, of course, must have an evil effect upon the mental alertness of the sufferer. Operation sometimes results in immediate betterment. But the whole subject is mystifying, for the report records cases of spontaneous cure without any treatment at all. Perhaps one of the most curious of the associated symptoms is the prevalence of rickets. Dr. M'Gonigle, for example, records that, of 2,676 children examined in Durham, 83 per cent. (2,221) were definitely rachitic, and 11 per cent. (294) were slightly so. The non-rachitic showed neither enlarged tonsils nor adenoids, whereas in the first group 27 per cent., and in the second group 16 per cent., showed one or both conditions. The committee's observations also indicate a connexion of some sort between the two things—rickets and adenoids. "It seems reasonable to suppose," they say, "that a large number of children may suffer from vitamin (calcifying) deficiency of a degree insufficient to cause the condition clinically recognised as rickets, and it is at least possible that such a comparatively slight deficiency may be the basal cause of defects whose etiology has hitherto been little understood." Another observer, while recognising so close an association that he expressed doubt as to whether the conditions are really separate and distinct, has expressed the opinion that the common cause of rickets and these naso-pharyngeal abnormalities is primarily catarrhal rather than dietetic. A further investigation is promised for the purpose of ascertaining the frequency of the association between the two conditions by the examination of a large number of unselected children of five years of age. When these further reports are issued, a very valuable addition will have been made to the literature of the subject. In the meantime it is to be hoped that school medical officers will carefully study this interim report and use it as a guide to their own observations at the medical examination of school children, though it is fairly clear from the evidence the committee has already produced that, in most cases, the pathological conditions for these maladies are established before the beginning of school life.

NEWS OF THE MONTH.

Reading's First Vice-Chancellor.

Dr. W. M. Childs, first Vice-Chancellor of Reading University and from 1903 to 1926 Principal of University College, has resigned. It was largely through his initiative and zeal that the College received its Charter as a university in 1926. For this and other eminent services, the Council of the University of Reading have placed on record their "deep gratitude." Dr. Childs will still be associated with the Department of Modern History, in which he is honorary Professor.

The City of London School.

After twenty-four years as head master of the City of London School, Victoria Embankment, the Rev. Prebendary A. Chilton retires next July. The Governors are the Corporation of the City of London, and the School Committee have recommended that the future salary of the office shall be £2,000, rising by two quinquennial increments of £250 to £2,500. They also propose that they be authorised to submit the names of three suitable candidates, the final selection being made by the Council.

Making Amends.

In 1853 Frederick Denison Maurice was deprived of his Chair in the Theological Faculty of King's College because of his "heretical opinions." That blunder is to be "repaired" by the founding of a Maurice Chair at the College, as part of the general centenary scheme. Archbishops and bishops have given the proposal their blessing, and a strong committee has been formed for the purpose of carrying through the project.

The London B.A. Degree.

The *London University Gazette* announces that the Senate have resolved to replace, at a date to be determined, the present Final B.A. pass degree for internal and external students by a "B.A. General Degree," successful candidates being placed in three divisions. The present requirement of four subjects is to be reduced to three, with three papers in each. Neither Latin nor Greek will be compulsory.

Teachers of French.

Once a year the National Society of Teachers of French receives public recognition at its annual prize-giving at the Mansion House. The Society was founded in 1881 to encourage the study of the French language, and for forty-four years the ceremony has drawn a distinguished company to London, including always the Lord Mayor and the French Ambassador. Dr. Rudler, Marshal Foch Professor at Oxford, moved a vote of thanks to

the Lord Mayor and Lady Mayoress, who distributed the prizes won by some of the 15,000 candidates. She said that, contrary to a widely-held belief, the English were undoubtedly linguists.

Ancient v. Modern.

In 1517 Magdalen College, Oxford, in return for a licence to acquire land in Chalgrove, undertook to swear fealty to Merton College for the lands and pay the sum of 16s. 8d. whenever a new President was elected. For four hundred years the sum due has been punctually paid. Now Magdalen says that all such feudal dues were abolished by the Statute of Tenures, 12 Charles II, c. 24, and has declined to pay. Will Merton put the bailiffs in?

Cardiff's Director of Education.

Mr. Thomas McHowat, B.A. Lond., will succeed Mr. John J. Jackson as Director of Education for Cardiff. Mr. McHowat is an old student of St. John's College, Battersea, and has been an assistant master and head under the Manchester Authority. From 1917 to 1920 he was Inspector under the Cardiff Education Committee, and since then has been assistant to Mr. Jackson.

Their Favourite Authors.

Last December the Bethnal Green Library Committee organised a competition in which the children were invited to name the six books they would choose if doomed to spend a year on a desert island. Over 1,000 children sent entries. "Robinson Crusoe" was an easy first, with 292 votes; "Treasure Island" second, with 223; and "Coral Island" third, with 134. The next three each had 90 votes: "Pilgrim's Progress," "Swiss Family Robinson," and "Uncle Tom's Cabin." None of the newer writers of books for boys and girls found a place among the first 25. The Bible, "Gulliver's Travels," "Captain Cook," "Tales from Shakespeare," and "Teddy Lester's School Days" each received 27 votes.

The Month's Discussion.

Sir Richard Burbidge, general manager of Harrods, Limited, lectured a thousand girls in Fulham Town Hall on the evils of bad writing. He told them that thousands of pounds were lost annually solely on account of bad writing. At Harrods, therefore, they had to insist on block capitals being written on bills in order to avoid mistakes when they went up to the counting-house. They also had to employ a man to do nothing else but check the bad writers. Sir Richard's address has provoked the controversialists. Professor Murison thinks the schoolmaster who permits bad writing should be preemptorily sacked.

LITERARY SECTION.

BOOKS AND THE MAN.

Universities—Old and New.

Our public schools and ancient universities are always good matter for the journalist. Head masters and undergraduates vie with each other in the evening journals until the man in the street begins to feel himself a stepson at least of some renowned Alma Mater.

Two volumes have been published lately, both by young men, and both dealing with the future of our universities. Mr. Julian Hall writes in Kegan Paul's "To-day and To-morrow" series a volume entitled "Alma Mater, or the Future of Oxford and Cambridge." This prophetic theme occupies nearly one hundred small pages, and Mr. Hall perceives scepticism at work. We gather that "the undergraduate of to-day does not feel obliged to solve those general problems of behaviour which were formerly thought to give restless days and worse nights to conscientious youth." Hence nothing can be done with him or for him, and we must await the advent of his sons in the hope that they will be different. In particular, they will not spend three or more years in universities. These institutions will be replaced by research stations, not concerned with teaching, but peopled by professional students seeking knowledge, and linked with students in similar stations all over the globe. But as no reform of universities is possible without a reform of the schools these also must be changed to harmonise with the notions of Mr. H. G. Wells and Mr. Bertrand Russell. Mr. Hall is in too great a hurry. Concerning another small book, written by Mr. H. G. G. Herklots and published by Benn under the title "The New Universities: An External Examination," I must protest against the price. Six shillings is far too much to pay for a small book of 140 pages, even when it is written by a newly fledged graduate of Cambridge and a former President of the Union. Mr. Herklots writes of the modern university in the light of information gathered by a commission of students. His views have been criticised by a Committee of the Association of University Teachers, but he claims that they are personal. He places his finger on many defects of the modern university, such as the lack of real communal life, the over-stressing of material ends, the absence of tradition, and the fetish of lectures. His book is not very penetrating, but it should be read by the authorities of our modern universities if they can afford it.

SELIM MILES.

REVIEWS.

History.

A JUNIOR ANCIENT HISTORY: by A. M. Dales, M.A. (3s. 6d. Methuen.)

This is a middle form school-book on the history of Greece and Rome, with a score of pages linking early Greece with still earlier civilisations (of which the author takes Egypt as "earliest of all, probably"; as correct a general statement as can reasonably be made).

The book has five maps but no illustrations. The readers must rely on the story for its own interest. But the story is told so simply and clearly that the young readers are not likely to have any sense of loss. The narrative covers a long period, so that the help of the chronological summary at the end will be welcomed. There is an Index of Proper Names.

R. J.

The "Teaching of History" Series.—(1) THE MAKING OF TUDOR DESPOTISM: by C. H. Williams, M.A. (2) THE AGE OF ELIZABETH: by A. Browning, M.A. (2s. 6d. each. Nelson.)

These two volumes cover less than 120 years, say from grandsire to grandson; but they deal with great changes. Baron and serf are replaced by merchant-adventurer and guildsman. The Papacy passes its zenith, the Monarchy moves towards a new absolutism. Institutional and political religion is the subject of argument, by treatise and by torture. And upon this changing Europe there comes, to change it still more, a New World.

Our two writers deal differently with their periods, but they are alike in keeping mainly to the older method of political, religious, and constitutional development. Of "social" history there is not very much, and of "economic" history rather less. Yet we are not given a disproportioned story. The chapter on "Economic Recovery" (1558—1570) is not skimmed, and that on "Social Life and Literature" is correctly named. These are in Mr. Browning's book. His general pictures of Europe and Britain in 1558, and again in 1603, are also concerned with social and economic as well as with religious and political life.

Mr. Williams, after a very fair reference to Thorold Rogers's work, goes on to say: "The key problem of the economic life of the times was the enclosure movement." He says that it "fed the spirit of self-seeking, fraught with appalling sufferings for the poor and weak, which is the striking feature of the period"; and Rogers himself has hardly said anything more severe.

Both volumes are to be commended for school uses or for general reading. They are carefully written, well illustrated, and helpfully arranged.

The appendixes, tables, and general index round them off as text-books. And there are portraits of Mary Tudor (page 215) and of Philip II (page 231) that make one shudder. R. J.

A HISTORY OF HOMELY THINGS: by J. J. Bell, M.A. (1s. 9d. Philip.)

This is Book II of a children's series, Book I being "Jimmie's Story Book." The underlying idea is that "at an early age children should be made aware of universal history before they begin a real study of their own country." It is a sound idea, and it is illustrated by the readiness with which children listen to the story of universal history, which is, after all, only the story of their own people—mankind.

Mr. Bell begins by seeing an aeroplane "doing tricks" over a park—Hyde Park, as a drawing of the Marble Arch suggests. His thoughts go back to the first making of things by men. This introduction is perhaps not so good for a child as the downright "Once upon a time," but it relates the present to the living past.

On page 7 there is a column with "Flint Knives" at the top and "Aeroplanes" at the bottom. Between the words there is a blank, which is gradually filled in as the story goes on. It is repeated, with the new additions, on page 16, page 24, and so on, until, on page 152, it holds its full complement of thirteen items. The method is simple, ingenious, and attractive. If the list is at times startling, that makes it questioning and provocative. "Roman Roads; Bede and the First History of England; Pepper." Very queer, this sequence. Pepper, indeed! Well, let us see how pepper comes in, and "what he says about it." Mr. Bell's book deserves a good trial. R. J.

"The Headway Histories."—Book I, **PEOPLE OF LONG AGO:** by R. K. and M. I. R. Polkinghorne. Book II, **FAMOUS MEN AND FAMOUS DEEDS:** by R. K. and M. I. R. Polkinghorne. Book III, **MAKING THE ENGLISH HOMELAND:** by F. W. Tickner, Editor of the Series. (1s. 6d. to 1s. 10d. Univ. of London Press.)

Book I gives us seven pictures, from Abraham to the making of Rome. Book II consists of seventeen biographies, from Alexander the Great to Queen Victoria. Book III is a history of England up to 1603, with rather more than the usual attention to social history. It is a reasonable scheme, and the books are clearly printed and attractively illustrated. R. J.

SPECIAL PERIODS OF HISTORY—BRITISH HISTORY, 1760—1822: by C. R. Cruttwell, M.A. (2s. Bell.)

This "pocket volume" series of history books is now near completion, and the promise of the early issues is being fulfilled. In the present volume Mr.

Cruttwell has allowed himself some freedom of expression and of opinion, and the little book has gained in life and interest, as a natural result, without there being any obvious corresponding loss.

The method is to tell the political story of the whole period, to the "failure of the Concert of Europe," and to add chapters on "Economic Life," "Social Life," "Ireland," "India," and "The Empire." It might fairly be urged that, since this is the period of the Industrial Revolution, economic life should have more than one chapter of a dozen pages. Mr. Cruttwell might reply "It has." Certainly economic affairs come into the general story. Just as certainly there will be a marked difference of opinion as to whether they are here set out in their due proportions. But so long as the "politicals" and the "social-economic historians" have not settled their dispute, a writer may set up his flag in either camp or at any point between the camps. At any rate, Mr. Cruttwell has given us an interesting little book.

There are three appendixes: "Contemporary Rulers," "A List of Dates," and a "Further Reading" list. There is a map of the British Empire in 1815 and one of England and Wales showing Parliamentary Representation before 1832.

R. J.

Geography.

AN INTERMEDIATE COMMERCIAL GEOGRAPHY, Part II: by L. Dudley Stamp. (12s. 6d. Longmans.)

This is the second part of Dr. Stamp's "Intermediate Commercial Geography," and it maintains the excellence which characterised the first volume. Once more one is impressed with the abundance and clearness of the maps and diagrams and the lucidity of the text. Of necessity, there has been a great deal of condensation, and the torrent of facts is a heavy one, but the facts are certainly essential for the student of intermediate standard, and we think such a student will have to go far before he finds another book that, within anything like the same compass, meets his needs.

E. Y.

English.

A PRACTICAL COURSE OF PRECIS WRITING: by E. M. Palser, M.A. (Book I, 2s. 6d.; Book II, 2s. Univ. of London Press.)

There can be no question, we suppose, as to the educational value of précis writing, and the book before us is the best guide for junior students that we have yet encountered.

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Book II meets the requirements of pupils working for the First School Exam.

A third volume, intended for advanced students, is to be published shortly.

We can confidently recommend the two volumes we have examined to teachers, scholars, and private students.

A.

MATRICULATION ENGLISH: by J. W. Marriott, M.A. (2s. 6d. Harrap.)

This book is far from being a mere examination manual, as its title might seem to suggest. It is one of the most interesting and stimulating works of its kind and scope that we have met with for some time past.

It is intended in the first place as a sequel to the same author's valuable and suggestive book, "A Year's Work in English," and designed for the use of pupils preparing for the School Leaving and other exams. of similar standard.

SELECTIONS FROM EVELYN'S DIARY: edited by H. A. Treble, M.A. (2s. Methuen's "English Classics.")

Evelyn has always suffered, to some extent unjustly, by comparison with the lively and amusing Pepys, but this excellent little book should go far to popularise him with old and young alike.

The editor has written a most interesting introduction dealing with the life and times of Evelyn and Pepys, and his selections have been made with skill and judgment.

Intelligent boys who are studying the Stuart period should find this little work interesting as an "original authority," especially where Evelyn differs from the ordinary text-books. We have not been able to discover a single dull page in this book, and can recommend it without reserve.

A.

CAMBRIDGE LESSONS IN ENGLISH: by G. Sampson, M.A. (Teacher's Edition. Book I, 2s. 6d.; Book II, 3s.; Book III, 3s. 6d. Cambridge Univ. Press.)

Mr. Sampson is a bold man to venture into a field already occupied by so many doughty champions. However, he has little to fear!

We have nothing but praise for these excellent and well planned books, with their copious and suggestive exercises.

The author suggests, and rightly we think, that Book I should be used by children from eight to ten plus, Book II from ten to twelve plus, and Book III from twelve plus to fourteen plus.

After Book III the pupil should be in a position to tackle books used in preparation for General Schools Matriculation and so on.

Attention should be drawn to the author's valuable and suggestive preface, notes for teachers, and appendix on speech-training.

A.

READINGS IN ENGLISH LITERATURE: by B. J. Aston, B.A. (2s. 9d. Blackie.)

An excellent little volume. There is not a single item in this selection to which exception can be taken. For a book of this size and scope we think it should be difficult to improve upon. Biographical notes and a time chart are appended.

FIRST PRINCIPLES OF GRAMMAR: by W. E. C. Clarke, M.A. (2s. Longmans.)

A creditable attempt to set out the essentials of English grammar in a helpful and attractive way. We have no criticism to offer beyond the fact that there would seem to be no pressing reason to add to the existing "monstrous regiment" of elementary books on the market already dealing with this subject.

A.

SELECTIONS FROM SWIFT: edited by W. T. Williams, M.A., and G. H. Vallins, B.A. (2s. Methuen's "English Classics.")

An interesting introduction to Swift for the use of young people. The extracts are well chosen and the editorial matter very well put. Boys and girls who are not yet acquainted with Lilliput, Brobdingnag, and the rest should be induced, on perusal, to seek for further enlightenment.

A.

French.

FREE COMPOSITION IN FRENCH: C. E. Mills and H. B. Mills. (2s. Nelson's "Modern Studies" Series.)

A useful third-year course containing a grammatical introduction and leading the pupil by gentle stages from oral composition of the simplest question-answer sentences to complete essays and letters. A list of essay-subjects is appended.

(1) **AU SERVICE DE NAPOLEON.** Extraits des Mémoires du Général Baron de Marbot: edited by C. A. Roe. (2) **MADAME THERESE:** by ERCKMANN-CHATRIAN: edited by F. C. Roe. (2s. each. Nelson's "Modern Studies" Series.)

These two books, dealing with the most outstanding character and the most interesting period of modern French history, if not read in class, should certainly find a place in the French library which plays so important a part (we hope) in every English school. Each contains a useful introduction in English, dealing with the authors and the historical background. The notes are brief but sufficient.

Nelson's First French Reader: R. L. Graeme Ritchie and James M. Moore. (1s. 9d. Nelson's "Modern Studies" Series.)

A selection of short pieces in prose and verse, on traditional lines. Each passage is followed by

a short questionnaire. The book is intended to be used as a companion to the First French Course in the same series, and is well illustrated by Georges Vallée. Only the present, imperfect, perfect, and future tenses are used.

SELECTIONS FROM ANDRÉ MAUROIS : by J. H. Brown. (2s. 6d. Nelson's "Modern Studies" Series.)

André Maurois is "the one French author . . . who is as widely read on this side of the Channel as in France." Less scholarly, though not less French, than Anatole France, he probably makes a more immediate appeal to schoolboys. From his works Mr. Brown has given us those passages which will appeal most strongly to readers of fifteen years of age and upwards. The selection has received the approval of M. André Maurois himself. Two-thirds of the passages are taken from "Le Colonel Bramble" and "Le Docteur O'Grady" (including the famous story of the modest *garde-barrière*). These alone should be sufficient to create an appetite for André Maurois which can only be satisfied by the consumption of his entire works.

Modern Languages.

MEMORANDUM ON THE TEACHING OF MODERN LANGUAGES. Issued by the Incorporated Association of Assistant Masters in Secondary Schools. (4s. net. Univ. of London Press.)

The Assistant Masters' Association, one of the most industrious societies in England, have always displayed extraordinary energy and public spirit, and the volume before us is another indication of the seriousness with which they regard their responsibilities. It is the last of half-a-dozen Memoranda, planned on fairly similar lines: they bring together fifty or sixty of their members interested in the teaching of some special subject, and these again set to work to sum up the position of their subject in the secondary schools. As regards modern languages, they find they have been through a "fight" during the last thirty years, and now, as it seems to them, the skirmishing and dissensions appear to be giving way to more normal conditions. It is not so certain that they are right as to the peaceful times which they anticipate are ahead for them, but, however that may be, it is certainly well that they should have undertaken this survey.

The reader who is not specifically interested in the details of secondary school work must not expect to find in this Report what the writers have not designed to put there. There is very little reference to first principles. They discuss the training of the teachers, but have little to say with reference to the problems of psychology and linguistics which the best university teachers are now handling; their bibliography, in fact, contains very little reference to this side of the subject, and even

their review of practical conditions in schools is confined to their own type of school, i.e. the public secondary schools, municipal and endowed. Conditions of work in central or technical schools do not concern them.

It is inevitable in a book so constructed, including contributions from teachers of varying and even contrary ideas, that one should find some really helpful suggestions in one part of the book and the opposite in another. The discussion, for example, of the testing of knowledge, in Chapter VI, and the constructive proposals for reform, are excellent; but the discussions of problems of method in Chapter IV are very weak, and we feel sure that the younger modern language teachers in the A.M.A. who read that part of the Memorandum will be disappointed. One should not, however, expect anything else from the circumstances under which a memorandum of this kind is put together. It is a reliable record of what modern language departments have sought to achieve during the last twenty-five years. U. C.

Chemistry.

THE GREAT CHEMISTS : by E. J. Holmyard, M.A., D.Litt. (3s. 6d. net.; School Edition, 2s. 6d. Methuen.)

Dr. Holmyard is well known as an exponent of the history of chemistry, and the editor of the series of small volumes on "The Great Scientists" is fortunate in having his collaboration in writing this volume. With great skill the development of chemistry from the earliest times to the present day is illustrated by a brief consideration of the lives and works of some of the most celebrated exponents of the science, starting with Ancient Times and Jabir and finishing up with Ramsay. The interest of the narrative is well maintained and, as lies in the nature of this series, debatable points are not discussed. T. S. P.

SCHOOL LABORATORY FITTINGS : by Alan E. Munby, M.A., F.R.I.B.A. (7s. 6d. net. Bell.)

Science masters who are engaged in designing new laboratories or in rebuilding old ones will find this book of great use to them. It embodies not only the varied experience of the author but also that of various well known teachers of science. As far as the reviewer has tested it, in looking up various points in which he has had difficulties at times, it has not been found wanting. The lecture rooms and laboratories dealt with are those necessary for instruction in chemistry, physics, biology, and geography. T. S. P.

VOLUMETRIC ANALYSIS : by A. W. Wellings, B.Sc. (5s. net. Methuen.)

This book provides a course of volumetric analysis, not only for junior university students, but also

for pupils in the higher forms of secondary schools. The subject is treated, as far as explanations are concerned, from the standpoint of the Arrhenius theory of electrolytic dissociation, and the modern theory of indicators is given in a manner suitable for the standard aimed at. The author has generally given very full details and explanations of all the usual operations, and, speaking generally, a student working through the book should acquire a satisfactory knowledge of volumetric analysis. At the same time it seems to the reviewer that the author has made the mistake of incorporating too many methods for estimating the same radical; some of them are such as would never be used when other and better ones are available, and it is somewhat of a waste of time to trouble the student with them.

Although the author generally enters into very full details, it is curious that nowhere does he emphasise the necessity of having titration values of 20-25 c.c. in order to cut down the percentage error; students are so often satisfied with a titration of about 5 c.c. In another case, in preparing an exactly normal solution from a stronger solution, it is recommended to add a calculated volume of water to a given volume of the stronger solution, instead of making up a calculated volume of the stronger solution to a given volume.

It is strange to notice that, after showing that hydrolysis of a salt leads to a definite equilibrium, the author determines the amount of hydrolysis by a reaction which depends on the removal of one of the products of hydrolysis. Moreover, in carrying out the reaction the solution is heated, although the extent of hydrolysis increases very rapidly with rise in temperature.

In a few cases general statements are made, such as allowing the solution "to stand for a short time" in the case of the estimation of persulphates by iodometric methods. The student would soon find that the statement was too indefinite, but perhaps that would furnish him with some valuable experience.

T. S. P.

Biography.

THE LIFE OF LORD PAUNCEFOTE: by R. B. Mowat. (16s. Constable.)

This is an extremely interesting and well-written biography of the first British Ambassador to the United States, better known as Sir Julian Pauncefote, a remarkable example of a great diplomat who had come to the work by an unusual road. Pauncefote was a Chancery lawyer by profession, but legal experience in Hong-Kong and the West Indies led to appointments, first in the Colonial Office and later at the Foreign Office. Of the latter he became, in

(Continued on page 100.)

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due course, the Permanent Secretary. There are some amusing references to the state of the Office fifty years ago: "A pleasant club; its members stroll in languidly about the hour of one." This state of affairs did not endure, and we find Pauncefote taking an active part in negotiations concerning the Danube, Egypt and the Suez Canal, New Guinea, and the Congo. In 1889 he went to Washington to take the place of Sir Lionel Sackville-West, who had made a blunder connected with the pending Presidential election. At once he found himself at home, and he remained at this post until his death in 1902, successfully maintaining good relations with the United States and dealing skilfully with such knotty problems as the Behring Sea and Venezuela arbitrations, the Spanish-American War, and the Panama Canal Treaty, which is jointly associated with his name and that of John Hay. A memorable career has been worthily described by Mr. Mowat. R. R.

Economics.

A CAPITALIST'S UTOPIA—A Message for Workers, Politicians, and Employers: by W. Margrie. (1s. Watts.)

Read it seriously or read it for fun; but in any case you will enjoy reading it. Bernard Shaw says of the author: "You can sling the dictionary as heftily as I!" Mr. Margrie is a hefty slinger of bold opinions. "Let us damn Plato and Aristotle"; "The majority of so-called geniuses are awful bores"; "All sensible men are egoists"; "Let us sing a song about Barclay and Perkins"; Jack is not as good as his master, for "if he was he would not be Jack." Mr. Margrie is alive.

R. J.

Citizenship.

"W.E.A. Outlines."—(1) **MODERN IMPERIALISM:** by R. S. Lambert, M.A. (2) **TRADE UNIONISM TO-DAY:** by A. Crech Jones. (Cloth, 2s.; paper, 1s. Longmans.)

The everlasting conflict between man as egoist and individualist and man the social animal is the subject of both these little studies. "Modern imperialism," says Mr. Lambert, "represents an adaptation of the economic structure in response to certain needs, which have been so far only very partially met by the means employed. Empire marks a stage in the age-long search for self-sufficiency which began with medieval manor, continued through the nation-state, and is yet seeking its realisation." Again one is inclined to ask: Is "economic self-sufficiency" the final aim, as modern writers so generally assume, or is it but a means to the supreme thrill of power over the lives of men?

Mr. Crech Jones's book is not a rewriting of

Lloyd or Cole, still less is it a summary of Webb's great work. It is a distinctive and useful study. The chapter headings (themselves well subdivided) show its form: "Place and Value"; "Membership and Structure"; "Government and Finance"; "Federation"; "Work." As against the recent fall in membership we are given, for the present position, these points: twice as many women unionists and a million more men unionists than in 1913; and 60 per cent. of adult employed men still in the unions. The latest figures available (1926) give a total of 5,208,000, enrolled in 1,129 unions.

Both books have bibliographical lists, mainly of modern works. R. J.

Handwork.

HANDCRAFT IN WOOD AND METAL: by Hooper and Shirley. (10s. 6d. net. Batsford.)

This new edition of "Handcraft in Wood and Metal" makes a very welcome appearance. It is being increasingly felt that the manual room and the art room have similar aims and cover a good deal of common ground. The prime function of each is the cultivation of taste and the fashioning of sound, appropriate, tasteful things. The art room has much to give the manual room in the way of design, and, by getting to work on real things in a practical manner, art itself will benefit.

The book is cordially recommended to all teachers of art and craft work. The earlier chapters suggest exercises in wood and metal work grouped to form a three years' course. There are also two additional chapters detailing work for advanced students.

The remainder of the book is full of suggestions for broadening the scope of craftwork, developing its historical associations, and making its teaching more effective. There are suggested lessons on doorways, wrought iron gates, and the evolution of tools from prehistoric forms to modern types. A wealth of technical information is included, ranging from decorative processes applied to wood and metal to buildings, equipment, and tools for a craftwork centre.

The book is well made and illustrated, a special feature being the reproductions of museum pieces, both ancient and modern, in addition to examples of students' work. C. R. L.

Drama.

SCENES FROM "THE DYNASTS": Thomas Hardy: selected and edited by J. H. Fowler. (1s. 9d. Macmillan.)

The practice of offering abridged editions of the works of great authors is one about which much might be said, both for and against. The effect at which the author aimed may in great measure be lost, and this is unfair alike to him and to the

(Continued on page 102.)



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The University will shortly proceed to award two University Post-Graduate Travelling Studentships, each of the value of £275 for one year, and two Post-graduate Studentships of the value of £150. The Studentships are open to both Internal and External graduates of the University. Applications (on a prescribed form) must reach the Principal Officer, University of London, South Kensington, S.W.7 (from whom further particulars can be obtained), not later than May 1, 1929.

Subscriptions to the Education Outlook commence with any issue, and should be sent to the Publishers. For Business Notice see inside front cover.

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STRASBOURG.

The University of Strasbourg is organising a Holiday Course in July, August, and September (as in previous years).

Section A, French; Section B, German.

A programme, with the particulars of the courses, will appear in the April number of the EDUCATION OUTLOOK.

reader. This danger the present editor admits in his introduction; but he goes on to say: "It is possible within the compass of a small volume to give some idea of the vast scale of this epic-drama and the multitude and diversity of its characters," and to this, after reading Mr. Fowler's selections, we readily assent. If we feel the gaps, it is without violence, and the general effect is satisfying.

In addition to the editor's very valuable introduction, the author's preface is given in full.

Though intended, we suppose, primarily for schools, the present volume should find a wider field of usefulness, since it gives the general reader an opportunity of knowing something of the greatest work of its kind in modern poetry. P. M. G.

THREE BOOKS OF SCHOOL PLAYS. (2s. 6d. net each. Evans.)

The purpose of these books is to provide suitable material for school entertainments. Many of the plays have musical numbers, and full directions are given as to staging, costume, scenery, and action.

We have also received, from the Junior Red Cross Society, copies of plays which have been written with a view to encouraging clean and healthy habits and a spirit of kindness. The plays may be obtained from the Director, Junior Red Cross, 19 Berkeley Street, London, W.1.

NEWS FROM THE PUBLISHERS.

Miss D. D. Sawyer, Art Lecturer at Brighton Diocesan Training College, has prepared a course of practical art teaching for children, under the title of "Everyday Art at School and Home." The book provides a course of training for children and their educators in art appreciation as a factor in education, taking drawing as a means of self-expression. It deals with design and colour, plant and figure drawing, lettering, and many other subjects in their relation to home life, with over six hundred illustrations in colour, line, and half-tone, chiefly from the author's drawings and designs. Sir Michael Sadler, C.B., K.C.S.I., Master of University College, Oxford, contributes a Foreword, and the publishers are **Messrs. B. T. Batsford, Ltd.**

"An Introduction to the Study of Bird Behaviour," by Mr. H. Eliot Howard, will shortly be published by the **Cambridge University Press**. The subject of this book, which contains eleven plates in photogravure, is the behaviour of birds in relation to their environment. The author describes the course of events in the life of a reed bunting and a yellow bunting during the breeding season, and tries to form a connected life-history. He then discusses the bird's mind, taking as a basis the way it behaves in relation to its territory.

Messrs. J. M. Dent and Sons announce that Rabelais' "Gargantua and Pantagruel," in Urquhart and Molteux's famous translation and with a new Introduction by D. B. Wyndham Lewis, has just been added to "Everyman's Library," in two volumes. The edition is unabridged. Four other new "Everyman" volumes, bringing the total volumes in the series up to 828, have just been published: Mary Wollstonecraft and John Stuart Mill's works on "The Rights of Woman," in one volume; "Elizabethan and Jacobean Shorter Novels," with an Introduction by George Saintsbury; Wakefield's "Letter from Sydney, with other Writings on Colonisation"; and that inimitable paternal testament, "Lord Chesterfield's Letters to his Son."

Messrs. William Heinemann, Ltd., have appointed as Manager of their Educational Department Mr. R. Welldon Finn, sometime Scholar of Ros-sall School and Peterhouse, Cambridge.

Messrs. Longmans, Green and Co. announce that they will publish during this month "Athletics," by D. G. A. Lowe and A. E. Porritt. It has been the aim of the authors to present a complete study not only of the technical side of athletics, including its application to women and boys, but also of its history and records.

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THE EDUCATION & OUTLOOK

AND EDUCATIONAL TIMES

APRIL, 1929.

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.

Examinations Again.

The interesting communications which have passed between the President of the Board and the Association of Head Mistresses reveal once more the need for a searching inquiry into the examination system. It would seem that there is widespread confusion of mind as to the proper function of school examinations. Are they to be regarded as an assessment of the work done by the pupil at school or as a test of fitness for some particular course of further study or some particular avocation? In practice the School Certificate Examinations are somewhat influenced by the entrance requirements of universities, despite the fact that not more than one in ten of those leaving our secondary schools will proceed to a university. Employers have come to think that the School Certificate is not enough, and Mr. F. F. Potter, the Director of Education for Cheshire, has recently urged them to avoid making a fetish of "matriculation" and to encourage the recognition of practical subjects in school examinations.

Historical.

It is worth while to recall the history of the Secondary School Examinations Council. This body was formed in 1917 on the initiative of the Teachers Registration Council, which arranged a series of conferences between representatives of universities, local authorities, and professional bodies, the Board of Education sending two of their officers to the meetings. The immediate purpose of those conferences was to get rid of inconvenient diversities in the entrance requirements of professional bodies. These were not important in themselves, being generally due to variety of syllabus. Thus the "set books" in English and foreign languages, the periods in history, the emphasis in geography, and the range of mathematics would differ as between, say, the doctors and the actuaries. It is true that most of the professional bodies accepted success in a university matriculation examination as an alternative to their own test, but in many schools it was found that pupils wished to take the professional preliminary as being somewhat easier and more likely to help them in their future work.

Confusion and the Remedy.

The practical result of the diversity was that in some schools the pupils of sixteen or thereabouts were being coached for different examinations, and if the school refused such help the boys were taken away and sent to private tutors outside. The aim of the Teachers Registration Council was to establish a system whereby a School Certificate would be accepted by the universities and professions as evidence of a good general education, and also as proof of fitness to enter their portals, subject to such special emphasis as any university or profession might desire to place on a subject or group of subjects. The Secondary School Examinations Council was established to supervise the system, and it was fondly hoped that the irritating and hampering diversities would disappear and that we should have a satisfactory means of determining, first, whether a pupil had received a good general education, and, second, whether those who desired to enter professions or universities were fitted to do so.

Assessment or Test.

It will be seen that the School Certificate was intended to be chiefly an assessment of the pupils' work, and for this reason it was decided that the examination should be taken not by selected pupils but by the whole form. After twelve years it is clear that certain original difficulties have not been overcome, namely the definition of the term "good general education" and the meaning of the words "whole form." Other difficulties have appeared, due to the tendency to regard successes in the School Certificate as an index of the value of a school, and to the failure of some examining bodies to observe the principle that the examination should be such as may be taken by the whole form. The meaning of a good general education is the bone of contention between the Head Mistresses and the President. They would give credit for subjects which he regards as irrelevant though valuable in themselves. But if a subject is worthy of a place in the curriculum it should be worthy to rank for assessment.

The Case for Inquiry.

Sir Michael Sadler has suggested that we should have a thorough inquiry into the question of examinations, and the need for such an investigation becomes more urgent with every development of our school system. Already there is ample evidence that many employers and parents are ill-content with the present method, and some of our leading teachers join them. The choice is not merely between the present examinations and no examinations at all. Mr. Hurlstone-Jones is right in saying that examinations of some kind are necessary and useful. What we have to find is an examination which will give fair opportunity to every pupil and reflect in its methods the newer developments in educational practice. Regarded as an assessment of a pupil's powers, it will take due note of all the subjects of the course, including art, music, and handwork, and will not give too much weight to the power of writing essays in answer to questions. It will test ability as well as knowledge, the power of using information as well as the power of memorising it. There is no lack of material concerning the technique of examining, but much of it seems to be unknown to those responsible for the conduct of the present system.

Education Costs in U.S.A.

Writing in the *American Mercury*, Mr. H. E. Buchholz gives some astonishing figures concerning the rising cost of education in the United States. Comparing the year 1900 with 1926, the number of pupils enrolled rose from 15,500,000 to 24,750,000. The number of teachers rose from 423,000 to 814,000, and the total outlay on salaries, buildings, and equipment, &c., rose from \$214,750,000 to over \$2,026,250,000. The heaviest increase was in the cost of buildings and in outlay "for other purposes." The writer ascribes this rapid growth to rivalry between different cities. "The opulent Babbitt of, say, Cleveland (whose offspring attend private schools) would never have responded on altruistic grounds to a proposal for a tax-rate which would permit the Cleveland common schools to surpass the most exclusive private institutions. But when he was told that in this matter Cleveland was competing with Chicago, Pittsburgh, Los Angeles, and like cities, each bent on seeing which could make public education cost most, his sporting blood warmed up. Soon he was not only ready to support the budget in hand but demanding that school officials find new and costly features. It was imperative that his city should be recognised as the most progressive, educationally, in the country. That, he believed, was good advertising for Cleveland, and, incidentally, for his own butter-and-egg business."

The Supervisory Side.

The most casual reader of American educational magazines and reports cannot fail to notice the importance which seems to attach to the gathering of statistics and to the multifarious activities of superintendents, supervisors, and organisers. On this Mr. Buchholz tells us: "Prior to 1900 educators were cautious about building any formidable organisation outside the classroom force. At present, however, the smallest system, if ambitious to rank well, senses the need of an elaborate bureaucracy around the administrative office." Hence, we are told, there comes a blossoming of departments, each with a director, supervisor, assistants, and a budget. There is no end to the activities which may claim such attentions—vocational education, vocational guidance, manual training, educational research, curriculum study, tests and measurements, mental hygiene, physical training, home economics, domestic science, music, art, continuation schools, summer schools, kindergartens, special schools, &c. The list is long, but in some of our own cities we come near to rivalling it. Apparently it is assumed that we cannot leave teachers to carry on their work without the aid of inspirers and inspectors. They must be organised and supervised, even if they are turned into robots of the classroom, mere instruments of other wills.

The New Teacher.

The inspection and supervision to which teachers in our public elementary schools were exposed was illustrated in extreme form in a certain city, where any teacher might be visited at any period of the working day by one or more of a corps of twelve inspectors, supervisors, and organisers. It is true that they came but seldom, and then as single spies, not in battalions. But the teacher was always conscious of their existence, and the weaker spirits were at great pains to discover what would please. Thus kept in leading strings, they had little inclination to act like professional people and work out their own methods, subject only to the general aim of the school. They tended to rely on the pre-digested hints and schemes of work which are purveyed in the market-place. When all teachers have had some contact with university studies and have developed the professional spirit which it is the aim of the Registration movement to foster, there will no longer be any need to shepherd their daily doings. It may be hoped, indeed, that they will insist on being treated as members of a liberal profession. They may even resolve to devise methods of their own, counting it a sign of incapacity to adopt the ready-made and second-hand devices of others. Teaching will then be a profession in reality as well as in name.

AT THE HIGH TABLE.

[Under this heading appear from time to time articles from eminent men and women concerning different aspects of education. In the following article Mr. W. W. Hill, President of the National Union of Teachers for the past year, discusses the problem of staffing schools of the new type for young adolescents.]

IV. The Staffing of "Senior" Schools.

BY W. W. HILL, B.Sc., Ex-President, National Union of Teachers.

One of the problems brought into existence by the reorganisation of the school system on the lines of the Hadow Report is that of the staffing of the new "senior" schools, that is, the schools containing children transferred at the age of "eleven plus." The problem is not easy, and it is certainly not to be solved by the simple plan of appointing university graduates—a plan that is finding favour in some quarters. The suggestion that such a course should be followed indicates, indeed, a lack of appreciation of the varied needs of the new educational unit now coming into existence.

It must be remembered that these senior schools will contain *all* children above the age of eleven, for the transfer is to be on an age basis. This will form an entirely new situation—a situation not capable of treatment according to principles which served well enough when the education system consisted of a small, intensively cultivated patch of secondary education surrounded by a large and comparatively undeveloped field of elementary education.

Even if and when the aim is achieved (and it is not yet near to achievement) of making these senior schools secondary schools in reality, yet the majority of them will not and cannot be similar in character to the existing secondary schools. For the secondary school hitherto has catered largely for a picked minority of the children of the country—a minority with, as a rule, more than average ability, especially in academic and bookish directions. In the new senior schools, on the other hand, a large proportion of the children—the majority in fact—will be found to belong to other categories, especially after the secondary and selective central schools have taken their pick. The pupils in these schools will be more interested in things than in symbols, in "doing" than in "learning." Intellectually, the middle and lower ranges of ability will predominate. Children who have lagged behind in the junior school, who have found the ordinary "subjects" a burden, children in classes as low as "Standard III," and even Standard II, will have to be provided for. They will all be transferred when they reach the appropriate age, whatever their abilities and tastes, and in whatever "standard" they may be working.

While, therefore, in the case of the secondary and selective central schools intellectual and aca-

demical considerations will continue to weigh heavily in the selection of teaching staff, other considerations will have to be stressed in the other types of senior schools. This does not mean that inferior teachers will suffice or should be admitted to these schools. Far from it. The "dud" teacher is useless for the "dud" class; and I can see no sphere where the typical qualities of the able teacher will be more needed than in the new senior schools.

It must be remembered that these schools will not have the stimulus and the enlivening influence of the children of outstanding intellectual ability. These children will have been creamed off. Their absence will tend to depress both the teachers and the remaining pupils. A vitalising element will have been withdrawn, and the task of the teachers, therefore, will in some respects be rendered more difficult. It will also be of a different character. It will not consist in leading the pupils to a knowledge of the dead languages nor to familiarity with the theory of logarithms. The task of the teachers in the senior schools will be to make use of the familiar and practical things of life as the medium through which to encourage the acquisition of skill and knowledge which may be helpful in the work and leisure of after years, and through them to develop intelligence, character, and personality.

While, therefore, other qualifications being equal, the possessor of an honours degree in medieval history or in chemistry might obtain a post in such a school, it would be the other qualifications, and not the degree, that would be regarded as of prime importance; the graduate, as such, will not necessarily be chosen. This must continue to be the case until all teachers are graduates, or until the universities grant degrees covering a wider field of study and achievement than at present. None of the practical subjects taken in the senior schools at present will help to qualify for graduation—such subjects, I mean, as school gardening, handicrafts, and art.

Yet it is in such directions as these that ability and qualifications in the staffing of the senior schools are needed. The problem before the teacher in these schools will be to enlist the interest and wholehearted co-operation of pupils, most of whom will be of such a type that they will need convincing of the real value of education. This will be more

than ever necessary when the leaving age is raised. Without reality, without close correlation with the practical affairs of life, and without the enlistment of the insistent craving for activity which characterises the adolescent, the senior schools will engender discontent and disgust, and will fail to achieve their purpose.

After the requirement of the high standard of general education which all teachers should possess, therefore, one will look for various qualities and qualifications not necessarily of an academic character. An aptitude in handicraft will be invaluable. If, instead of a handicraft teacher separated from the school and working in a "centre," one or more members of the staff, taking their share in other school activities, could be responsible for this branch of the work, the school would gain. They could still specialise. In fact, the senior schools will substantially gain from a modified adoption of specialisation by their staffs, not only in handicraft but in other subjects also. One will welcome, therefore, ability in gardening, music, housecraft, art, games and sports, and other branches of practical activity of an educative nature. The great aim will be to secure teachers who can gain the respect of their pupils by their skill in directions which boys and girls about to go out into the world naturally admire, and by their ability to impart such skill to their pupils—always provided that the skill and ability are in pursuits of genuine educational value. A teacher who can so interest his pupils in wood-carving, for instance, as to engender a desire to create beautiful things, is a distinct asset. If he can rescue the child who has been regarded as a failure in spelling and arithmetic from the feeling of inferiority thereby engendered, and give him the self-respect which is born of achievement, he will be succeeding in one of the vital aims of the senior school.

Genuine and fundamental teaching ability will be required, too, if the pupils are to be interested in the intellectual side of their schooling. The utilisation of local industries for the teaching of science or mathematics, for example, needs distinct skill; and the teacher must have substantial ability and power who can use the debating society as a means to the encouragement of reading and study; he must have leadership and enthusiasm if he can employ the dramatic society, or hobbies, or the field club, or other voluntary activities, as a medium for developing intellectual interests.

It is obvious, therefore, that academic pre-eminence will not be the key qualification for the teacher in the senior school. Further, there is arising a need for teachers of a type which has not been numerous in the past: that is teachers who can interest and educate dull and backward

children, for there will be one or more classes of such children in almost every large senior school. These classes will consist of children who have been lifted out of the junior school solely on account of age, and they will form a natural group at the bottom of the senior school. Hardly able to read or spell, with no skill in figures, such children will form a difficult problem; and teachers who can deal with them will be at a distinct premium.

One or two other points remain. It will follow from the above considerations that there should be no stratification of the profession between senior and junior schools on the basis of the possession or non-possession of a university degree. Teachers will automatically group themselves according to the direction of their tastes and abilities. Further, it will be essential, especially in view of the need for specialisation, that there shall be more teachers than classes, in order to allow each member of the staff some free time for preparation and marking.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

April, 1849.—J. A. Froude and the High School at Hobart Town.

"Many of our readers are probably aware that great astonishment has been excited in the educational world by the appointment of Mr. James Anthony Froude, M.A. and Fellow of Exeter College, Oxford, to the Head Mastership of the High School at Hobart Town, Van Diemen's Land. This astonishment has arisen not in consequence of any supposed incompetency in Mr. Froude on the score of attainments, for, in the present condition of public ignorance as to the qualifications of a Teacher, the magical M.A. and the tenure of a Fellowship afford ample satisfaction, not only with regard to his learning but also with reference to his ability to teach. But Mr. Froude has just published a book which the *Literary Gazette* describes as a 'blasphemous diatribe'; which some leading men at Oxford have solemnly committed to the flames; and which must be regarded with horror by every believer in the truth of Revelation."

Lord Rothermere's Old School.

Lord Rothermere has sent a cheque for £10,000 to Mr. Philip Wayne, Head Master of St. Marylebone Grammar School, to be spent in the interests of the school at his sole discretion, subject to the ratification of the Governors. Lord Rothermere and his two brothers were all pupils of the school. Last year Lord Rothermere gave £1,000 for a new organ for the school.

CREATIVE WORK IN STORY-TELLING.

BY ROSA HOBHOUSE.

III.

The Scope of our Intention, followed by "The Capless Guest."

It has previously been suggested that our philosophy of life will inevitably find its way through the stories we tell. The superficially minded will bring into being the kind of story of which Ruskin was complaining* when he wrote:—"In the best stories recently written for the young there is a taint which it is not easy to define, but which inevitably follows an author addressing himself to children bred in schoolrooms and drawing-rooms instead of fields and woods. . . . The fairies who interfere in the fortunes of these little ones are apt to be resplendent chiefly in millinery and satin slippers, and appealing more by their airs than their enchantments." On the other hand, the tales of those whose disposition it is to pause to look twice at a wood anemone breaking its way through the fallen leaves of a winter's woodland will be of quite another kind. So long as our deepest sympathies lie in any given direction the requirements of art will lead to our work being coloured by them.

But does all this mean that our stories will invariably be didactic? Surely not. If our philosophy is sufficiently deeply rooted we shall even be able to endow things of a seemingly superficial character with sentiments worthy of a child's appreciation. Hans Andersen, we are told, "was very fond of ballet dancers, swans, tin soldiers, and mermaids, and sometimes when he was telling his stories to children he would make paper patterns of his swans and tin soldiers." These patterns, it is added, are still to be seen in his house.

It is true that, when we share the loveliest purposes of life, we may be presenting unawares a teaching capable of crude definition. Ruskin, in the same Preface, after showing in a beautiful passage how a child should be reared "in the vital joy of unluxurious life and contentment in narrow possession, wisely esteemed," goes on to say: "Children so trained have no need of moral fairy tales but they will find in the apparently vain and fitful courses of any tradition of old time, honestly delivered to them, a teaching for which no other can be substituted, and of which the power cannot be measured. . . ."

This preference for the teaching which "transpires" rather than that which is definitely presented

need not, however, rule out the story which is avowedly didactic. In "Struwwelpeter" we have an example of the didactic endeared by its delightful association with exaggeration and humour, whilst in such poems as those of Jane Taylor we discover how it may be presented with a peculiar charm. Indeed, when given by those who have a genius for it, we cannot deny that its charm and humour may be intrinsic.

In our best work, therefore, I think we may assume that we shall aim neither at including nor avoiding specific characteristics, but proceed rather along any line which the incidents or objects which arrest our attention suggest, so far as these impress us. Often it may happen that the validity of these suggestions will be best tested by their ability to survive over a considerable period of time. Very often it has been my own experience that some small thing has been retained in my memory and has reappeared in some new connexion with an almost fully-formed story following in its wake. This was so in the case of the cap of a garden leek. It was taken indoors for the purpose of making a drawing of it, for it more nearly resembled the cap of an elf or gnome than any form in Nature previously seen. Its texture was gauzy and its spur long. It was, in fact, a thing of beauty apart from any "resemblance" it might also possess. The drawing did not get made, the cap, however, remaining as an ornament amongst my books. It was only after a year had elapsed that, when seated by the fireside of a friend, the following came into being, flowing, it seemed, from the tip of my pencil. As one who rarely enters the realm of the fairies, I was the more pleasantly surprised:—

THE CAPLESS GUEST.

A gnome was once on his way to a midnight wedding in a distant valley, and, alas, he lost his cap whilst crossing a stream. Much troubled, for a capless guest, he knew, would not be allowed at the festivities, he turned on to a common to see if he could gather enough spiders' webbing of the "muslin" kind to make a turban-like headgear, into which he could stick a harebell or a feather. The gorse bushes were, however, too prickly to climb, and, although he and all the elves and fairies in that region belonged to the taller "good people" of the olden times,* he was not tall enough to

* In his introduction to "German Popular Stories."

* See "Fairies Here and Now" (Methuen) re the sizes of fairies in different epochs.

reach those webs that had already been spun on some of the upper sprays.

The moon was out and he could just see a bit of garden fencing, beyond which he descried two tall leeks with their flower heads so near to opening that at least one of them would shortly doff its silvery sheath to the ground. This, he noticed, was the shape of an elves' cap with a delightful spur. So he pressed his way sideways through the fence, stood at the foot of the nearest leek, and called up between his two hands: "Leek, leek, doff your cap, for I am off to a midnight wedding and in need of one to be admitted." "Who is this," asked the tallest, "begging for one of our caps?" Then, in answer to him, replied: "If you are off to a wedding you could scarcely wear a 'cast-off.'" "I can't quite see who it is," the other then said. "He seems to be standing in the shadow of the tall brussels sprout plant." Hearing this, the gnome stepped out of the shadow, so that they could the better see him, and called again: "I shall not mind a cast-off, if you will be so good as to allow me yours, for without a cap none will so much as be allowed to see the bride." "In any case, I shall not be casting mine for at least three hours," replied the tallest. "Could you not throw it off just a little earlier?" pleaded the gnome, at which the other leek remarked that she would naturally be doffing hers in about half an hour. The gnome decided that if he waited thus long he would be just in time, so, climbing the overgrown brussels plant, he sat cross-legged at the centre of the topmost circle of leaves. From there he could see the two sister leeks all the more plainly against the moonlit sky, and reassured himself that the cap which had been promised to him would be just what he wanted. So he decided to make the best of the delay, but, unfortunately, he fell asleep, with the result that, when the leek doffed her silvery cap, so lightly did it fall to the ground that he heard nothing. The leeks, no doubt, would have called down to him but they too had dozed off.

When he awoke, the poor gnome could tell by the distance the moon had travelled that he had been asleep for a long time. The cap which he picked up fitted him beautifully. He was remarkably pleased with it. He could see himself with it on in a sharp shadow, and was delighted, but the lateness of the hour distressed him much. Suddenly, however, a little voice spoke. It was a kitchen-garden fairy. "Take your cap off and ride it astride, holding on to the spur," she said, and no sooner had these words passed her lips than the gnome found himself obeying her command, and in another moment he was floating in the direction he wished to go.

Very soon, between two thickly wooded hills, the valley where the wedding was to be celebrated came

into sight, and in a few minutes more the gnome was floating over the place where a large gathering of fairies was already assembled. Sliding from his seat, he landed well on his feet, whilst the cap, drifting a little further, fell into the middle of another group, astonishing them not a little. This meant that, after all this trouble, the gnome was capless! So strict was the order that no single guest without a cap was to be allowed, that there was a sudden rush on the part of the elves who were in charge of the ceremony, and he was carried by force to the edge of a deep well in a garden further up the valley! Their orders were, in fact, to throw any visitor without a cap down into it, but, seeing that the pail was lowered, the elves decided that, as there would be nothing to prevent the gnome from climbing up again by the rope attached to it, they had far better haul up the pail first.

Now it was the Prince who was to marry the lovely fairy Princess who had given this wicked order. For he had been told by his fairy godmother that his only rival in love would prove to be a capless guest who would arrive late at his wedding. As good fortune would have it, the gnome's cap fell just where the Princess and her maidens were awaiting the Prince, and, seeing it, she exclaimed: "To whom does this cap belong?" "Never mind about that," her attendants pleaded, but the Princess, having heard that any guest without a cap was to be thrown down the well, picked it up and was about to insist that its owner should be found when up rose the cap with the Princess holding to the spur of it, flying as if with gauzy wings (for a leek's cap has two wings, as it were). And so it happened that, just by wishing, she arrived at the place where its owner stood awaiting his sorrowful fate. But that was not to be. Taking the cap with a heart high with gratitude, the gnome fell upon his knees and asked what there remained for him to do to make his thankfulness known. "Rise to your feet," replied the Princess, for she recognised in the gnome a nature of great charm; indeed, her heart in an instant was so completely claimed that she knew it must be to him or to none other that she was wedded! On returning together in the company of a number of other fairies who had by now arrived on the scene, a messenger came running to meet them with news that the Prince had turned into a bat and had flitted away into the shades of the overhanging wood! And thus the beautiful Princess escaped from marrying a bat in disguise, and the happy gnome filled the place of the bridegroom. Great indeed were the rejoicings, mingled with astonishment, when, after all, the capless guest took the chief seat beside the bride.

(Concluded. This series began in February.)

LETTERS FROM A YOUNG HEAD MASTER.

IV. Inside the Four Walls.

My Dear H.,—I remember my promise to tell you of our classroom activities with something akin to horror. No—don't mistake my meaning—I'm not horrified at what happens; only there's so much to tell, and I want to tell you everything and I know I shan't be able to, and—but, never mind, here goes.

To begin with, we haven't any *class* rooms, but only subject rooms and free work rooms. (Yes, I agree, there is something rather funny in the thought of a man who believes in breaking down the barriers between school subjects arranging his accommodation according to subjects.)

We have two mathematics rooms, two English rooms, two history rooms (a "talking shop" and a "lab."), and one room each for geography, languages, and music. A variety of art, wood, and metal work rooms is at our disposal at the College across the way, in addition to science labs. Altogether, we must have a "right of entry" (less disputed than most such rights!) to about twenty rooms there.

Our free work rooms include a library, a studio, a handicraft room, an engineering room. There are others, but more about that later. I'm trying to keep this letter moderately coherent, and if I once let myself go about rooms I shall fly off at all sorts of tangents.

When we started—or before we started, rather—everybody drew up neat syllabuses of work for a first year's course. It was understood that they were to be subject to modification. They have been; some of them have been wellnigh subject to destruction. One man, after four months' experience, has submitted a memorandum on his work which contradicts in subject matter and arrangement almost the whole of his original syllabus. And he is right, too.

As soon as all the syllabuses were prepared we began in a series of staff meetings to "cut" them. You agree, I know, that in all secondary school syllabuses there is an immense amount of junk that needs clearing away. It was certain that, considering the amount of time we were devoting to art and craft work, we should have to wield the axe pretty heftily if we were to hack a way to anywhere in particular. So we set to with a right good will.

Meanwhile work proceeded apace in the subject rooms. For some time it proceeded on the whole normally, that is, rather dully. We hadn't any clear guiding lines; we were all more occupied with finding our feet and getting to know each other than with anything else. Soon, however, things began to happen.

Slowly at first, then more and more quickly. They

are happening at the moment so swiftly that it's difficult not to be dazed by the rush of events. This term has been very exciting, very encouraging, very wearing.

Of course, the free work periods were at the bottom of it. You can't allow boys two or more periods a week in which to pursue their own activities and not expect to find ideas cropping up here, there, and everywhere. In our case gestation took about ten weeks; then the trouble began.

The right sort of trouble. (Oh, yes, a little of the other, certainly, but surprisingly little; much less than I anticipated.) Boys wanted to do things; things outside the ordinary range. Sets developed individuality, showed a preference for this or that type of work. Groups began to form within the sets.

I began to get requests that So-and-So might go on with history beyond the time allotted, that So-and-So might finish a drawing in the studio during the geography lesson, that such and such a group might leave the base companionship of their comrades in the English period in order to elaborate in the quiet seclusion of an empty room the play or the story they were writing. "It is hard," they pleaded, "to write a play in the middle of a debate." It must be.

Naturally, I turned over all such requests to the masters concerned. (Nothing like shirking responsibility, is there?) But when it came to Jones asking if he might take extra physics and Brown requesting an additional history period, I found myself in the thick of it.

At the beginning of this term I extended the "free work" idea to the academic side, and set aside one afternoon a week for one age group (twelve-year-olds), during which the boys concerned were free to do whatever work they liked, provided it came under one of the headings: English history, geography.

The experiment seems to be successful; at any rate, anyone who says boys can't concentrate ought to see those youngsters stick for two and a-half hours at one subject (in the afternoon, too!), and then have to be driven away home. During the last hour of each "free" afternoon there is a lantern lecture in the geography room; naturally, the excitement of "pictures" collects a large audience—but it does not collect everybody. The historians in particular resist its allure regularly.

I do not know quite when or where the great magazine rage began. Towards the end of last term I began to hear of class and set magazines that were toward, and soon the metalwork room and the chemistry lab. were busily occupied in the pro-

duction of jellygraphs to meet the printers' needs. The supply has not yet quite met the demand; in the interim there has, I regret to say, been much envy, hatred, malice, and all uncharitableness between rival firms with conflicting claims on material!

There are, so far as I can tell, about a dozen magazines in the throes of production at present. Consequently, until a week ago, you would meet printers and editors wherever you went. Now, I've cleared an empty room, put in some long, flat benches, and christened it the Magazine Room. Most of the publishing, if not the editing, is now done there.

Except in the case of those firms which have established their own offices. You know what our school buildings are like—queer, rambling old places full of odd holes and corners. Every one of these holes and corners is being "let" to a group of boys for some special purpose, and the school Education Committee has still a long waiting list of would-be tenants. At present most of the applicants are editors in embryo, though an application has been filed for the use of one of the cellars by an enterprising electrical power station company.

—I knew it; I knew I should start talking about rooms. But if only you could see what cosy little "dens" these youngsters are building for themselves; how they paint and paper the walls, rig up shelves and seats, install electric light, put up pictures—in short, work like Trojans—I'm sure it would gladden your heart. And I'll defend the work educationally; isn't, after all, the great aim of education to cultivate the right attitude towards life? These boys have got it; good luck to them!

Yours ever,
G. S.

COMPETITION RESULT.

In our January number there appeared an article on "An English Room." We offered a prize for the best set of supplementary suggestions for the equipment of such a room.

The Prize of Ten Shillings is awarded to

Miss D. M. Asling,
Green Hall,
Stafford;

and a Consolation Prize of Five Shillings goes to

Mr. Henry S. Abram, Head Master,
Council School,
Thursby, Carlisle.

In a later number we shall print some of the suggestions received.

THE BORN TEACHER.

By P. A. WOOD.

Some time ago the head masters were discussing the teaching of Latin. The learned head of Perse, in favour of the newer method, confessed that he and his staff had taught themselves to use it. The head of Christ's Hospital, doubtless in humorous vein, as befits the *advocatus diaboli*, advanced his defence of the older, claiming one advantage for it over its rival in its quality of being fool-proof. Any fool could teach by it and any fool could learn by it—a proposition doubtfully disputable. Dr. Rouse, as typical of the born teacher, and Mr. Fyfe, as sponsor for the born fool, presented their hearers with the evidence for the existence of both.

It is as foolish to deny the existence of the born teacher as to scoff at the born musician. Just as music has its Mozart and Bach, painting its Giotto and Rubens, so has teaching its Pestalozzi, Arnoid, Thring, Sanderson, and Rouse. These are the elect, the high priests of their calling. Teaching, like any other art, has its arcana for the esoteric few. The secret doctrine can be imparted no more to *hoi polloi* of teaching practitioners than the secrets of the chef can be passed on to the cooks of suburban villadom. A born teacher is like a born cook—he works by methods that another would never learn in a hundred years. And his methods are, it may be, unknown even to himself. But to say that every woman who can cook a leg of mutton without spoiling it is fit to control the kitchen of Lucullus is just as ridiculous as the proposition that none can teach a class of twenty-five boys the rudiments of algebra unless he be marked from the beginning with the signs of genius.

In teaching, as in cooking, and even as in picking pockets, there is a special kind of knowledge and a special kind of skill required. Both must be acquired in some degree before any kind of success can be assured. Except the born fools it is possible for the normally endowed human being to train and be trained into something approaching, if not reaching, excellence. Oliver Twist, though not born to the job like his master Fagin, might have aspired in circumstances uninterrupted to the standard reached by the Artful Dodger. He could have made a very passable picker of pockets and received his certificate of ability. The master minds, the Fagins, touched with the spark of genius, set their own standard and evolve their own methods. If picking pockets or burgling households were legitimate occupations one might prefer to entrust the task to a Fagin or a Raffles, but if such born experts were not sufficiently numerous to go round, one must needs be content with humble followers of the craft. Even so with teaching.

"LESSON NOTES."

Dramatis Personae.

ORBILIUS, MASTERS, A FORM, BOYS.

(SCENE: A form room. ORBILIUS discovered at his desk frowning heavily. A few boys sitting about the room yawning or looking at books. After some minutes more boys begin to come into the room one after the other at irregular intervals. ORBILIUS frowns worse than ever.)

ORB. Why are you boys late? Here's a good five minutes of the period gone already.

BOYS. Please, sir, we had to come from the School House. We did make haste.

ORB. How is it that these other boys are here in time? If one boy can be here at the beginning of a lesson, everyone can do it.

BOYS. Please, sir, we're in Remove 5a, and they're in Remove 5b: this is a set, not a form.

ORB. That doesn't matter; it's your business to be here at the beginning of a lesson.

BOYS. But please, sir, we've got to get across.

ORB. Be quiet! I can't stay to discuss that now. Your business is to be here at the beginning of the lesson. Do you understand that?

BOYS. Yes, sir; but please, sir . . .

ORB. Stop talking. Here's nearly ten minutes of the period already wasted by you. Settle down. Do your best to make up for lost time. Now then; take your South & Dullard's, page 947: Ablative after Verbs of Repletion. Just notice that . . .

(Boy enters suddenly.)

ORB. (beginning to fume again). Well?

BOY. Please, sir, I . . .

ORB. You're late. Detention next Wednesday.

BOY. But please, sir, I . . .

ORB. You heard what I said.

BOY. Yes, sir; but please, sir, I . . .

ORB. Well, what is it? What have you got there?

BOY (bursting into tears). Please, sir, here's the answer to the note which you asked me to take to Mr. Jones.

ORB. Well, why on earth couldn't you say that before? Go to your place.

(To Form.)

Now then. Page 947. Verbs of Repletion. Just notice that . . .

(Sudden loud report from chemical laboratory upstairs. Sounds of broken glass. Much restlessness among form.)

ORB. All right. It isn't an air raid. Doesn't take much to alarm some of you. Now then. Verbs of Repletion. Notice in the first example: "I am fed up with . . ."

(Enter janitor with absence book.)

ORB. Hands up those boys who are absent. I mean, Are you all there? How many present? Who reports for this form?

(Boy at back of room drops a pen and gets down on to floor to find it.)

A BOY. Please, sir, I report for Remove 5a, but this is a set, not a form.

ORB. Well, anyway, how many are there in the set?

THE BOY. Twenty-two, sir, all present.

(ORB. counts Form.)

ORB. I make it twenty-one.

(To Janitor.)

What do you make it?

(Janitor counts Form.)

JANITOR. I think it is twenty-one, sir.

ORB. How many are there as a rule? Was anyone absent yesterday?

(ORB. and Janitor look over absence book together.

When they are absorbed in this the boy at the back, who has found his pen, gets up from under his desk and sits in his place.)

ORB. I can't understand it.

(To Boy who reported for Remove 5a.)

Did you say twenty-two?

BOY. Yes, sir.

(Counts Form.)

There are twenty-two, sir.

ORB. There can't be.

(Counts Form.)

Yes, you are right.

(To Janitor.)

You count again.

JANITOR (after counting). I make it twenty-two now, sir.

ORB. Well, it's most mysterious, but I always was bad at mathematics. Anyway, I shall put down twenty-two.

(Gives back book to Janitor, who retires.)

(To Form.)

Now then, we can get to work again. South & Dullard, page 947. Construction after Verbs of Repletion. I want you to notice that . . .

(Feeble knock at door, followed by several louder ones.)

ORB. (in an increasingly enraged tone). Come in! Come in!! Come in!!!

(At last enter five small boys.)

LEADING SMALL BOY (very nervously). Please, sir, may we borrow some chairs?

ORB. Chairs! What do you want chairs for?

SMALL BOY. P-please, sir, we're doing History with Mr. Brown, and we want to make a Norman castle out of chairs, and there aren't enough chairs in Room 10.

ORB. Well, you can have five. I can't spare more. Take them quickly and get out.

(Small boys remove chairs with much shuffling and scraping.)

ORB. (to Form). Now don't take any notice of these ruffians. Attend to me, please. Notice that after a Verb of Repletion such as "I am fed up" you have to have . . .

(Small boys, going out of the door with chairs, collide with MR. ROBINSON, another master, entering. Mutual apologies.)

MR. ROBINSON (to ORB., sotto voce). Sorry to trouble you, old chap, but you might lend me a throat lozenge. Fire in my room's smoking and I choke every time I try to speak.

(ORB. obliges. Short conversation with MR. R.; muffled laughter. Form begins to get restless.

Exit MR. R.)

ORB (to Form). Well, we really can get to work now. In this first example, "I am fed up with life," can anyone tell me which is the Verb of Repletion?

(Sudden entry of the Detention Master.)

ORB. (trying to be facetious). Well, here's an ever-welcome visitor. Who are the lucky ones this week, I wonder?

DET. MASTER. What form? Oh, a set, isn't it? Remove 5a and b. I don't think there are any for them.

(Consults list.)

Yes, no detentions this week.

(Apologises and withdraws.)

ORB. There has evidently been a serious mistake somewhere.

(Form laughs perfunctorily.)

Now settle down. Look at your books. South & Dullard, page 947. Notice that Verbs of Repletion always take . . .

(Enter a House Captain.)

H.C. (to ORB.). Please, sir, may I speak to Grubbs?

ORB. Speak to Grubbs? What for?

H.C. Please, sir, I have to tell him about playing in a House Match.

ORB. (trying to be sarcastic). Oh, well, of course that's a vastly more important matter than a lesson on Verbs of Repletion. Be quick.

(H.C. and GRUBBS confer.)

[Exit H.C.]

ORB. (to Form). Now we really can get on. After a Verb of Repletion such as "I am fed up," just notice that you must . . .

(Enter MR. GREEN, another Master.)

MR. GREEN. Sorry to disturb you, Mr. Orbilius, but may I speak to the form for a minute?

ORB. (attempting to be polite). Oh, certainly, Mr. Green, by all means.

MR. GREEN (to Form). Any of you boys want tickets for the Ping-pong Competition?

(Several hands put up. MR. GREEN goes round Form interviewing individual boys and distributing tickets.)

MR. GREEN (to ORB.). Thank you, Mr. Orbilius.

[Exit.]

ORB. (to Form). Well, we don't seem to be getting on very fast somehow. You remember what I was saying. Verbs of Repletion such as "I am fed up" are always followed by . . .

A BOY. Please, sir, the water from the lab. is coming through the ceiling on to me.

(ORBILIUS rushes out of the room to complain to the Master in the chemistry lab. above. Form takes advantage of his absence to talk, throw paper, &c. At length ORB. returns and the Form calms down again.)

ORB. (to Form). Now, as I was saying when that boy interrupted me, a Verb of Repletion must have a . . .

(Sound of marching from playground under windows of class-room. Stentorian voice: "Left, right, left, right. . . ." Some kind of ball game involving running about and shouting is then organised. Tremendous din, during which ORBILIUS is observed to be still endeavouring to speak. Expressions such as "Verbs of Repletion . . ." and "I am fed up . . ." alone audible.)

(Bell rings for end of period. Whistle in playground. Noise ceases.)

ORB. Well, for homework I want you to write out a translation of all the sentences in this exercise on Verbs of Repletion.

A BOY. But please, sir, I don't understand how they are done.

ORB. (in a rage). Don't understand how they are done! Why, you must have been asleep. Here I've spent the whole period in explaining the rule to you and you have the assurance to tell me that you don't understand it! Sheer idleness! Take a detention for being inattentive!

[Exit Form. ORB. left fuming.]

CURTAIN.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

IV.

Literature.

The most general attempts made in the matter of creative work are in the domain of language. The ordinary school curriculum has always included "Essay Writing" or "Composition," and this has led on to many experiments, both in prose and in verse. Such experiments often have their origin in the observation of a single simple fact; and the history of discovery shows this to be a natural and fruitful method. Such an experiment (described below) originated from the common case of a boy who finds "he has nothing to write about." Faced by an "Essay on a Day's Holiday," he finds—sometimes with relief, sometimes in despair—that he is at the return journey when only three-parts down the first page. Now it is obvious (a) that material for several pages exists, (b) that it is in his possession, (c) that he does not know how to get at it from the immediate undersurface of his mind and use it. Here is a scheme devised to meet the difficulty.

An "Essay" Scheme.

The class is supplied with pencils or pens and "scribbling" paper. They take notes, as fully as possible, from a talk after this fashion by the teacher.

"AN ESSAY ON BEGINNING SCHOOL."

"You are in the street: the school is in sight. People are passing. X. (Wherever I say X, mark it. Here you can put in something that will not be in the other essays—something of your own. In this case you can describe one of the people who went past. If you cannot remember, "make up" someone who might have passed you.) The school bell is ringing. At the gate X is just going in.—The playground. What it looks like to a stranger. What the boys are doing. The wet or dry asphalt. The weather. The teachers, the boys, big and little. X.—The bell stops. The boys' actions. X. Whistle. Falling in. Sounds of feet or voices. What X looks like just now. Teacher talking to X.—Moving. Going up the stairs.—Assembling.

From the notes taken the finished essays are written. The example here given—one actually taken in making the experiment—is deliberately chosen as a subject which of itself offers scant material to most children. What is given is an

order and sequence; and a revealing of material ready to hand, in the essayist's mind, and fit to be brought to consciousness and use, when a way is shown.

The staccato "notes" are better given orally, and entered by the pupils, than put on the blackboard to be copied. Direct copying is the converse of creative work. And a consciousness of the nature of creative work is a part of the process. The use of "X" is partly a device to mark out by themselves the passages that are to be, even if "poor things," yet "mine own."

Other subjects treated similarly were:—

Dinner Time (going home—the room—the cat—fixing the table—how baby eats—and so forth).

In — Road (the local high street).

By the Riverside.

In — Park.

Verse Writing.

The impulse to rhythm is one of the chief bases of the emotions that find expression in music, dancing, poetry, some spoken prose. It is an impulse in sympathy with swaying, swinging, leaping, undulating things, whether these be living or, to our ordinary senses, not living. Its range is wide. It gives a sense of pleasure to the mechanic, who finds himself beating out his hammer-strokes in groups and sequences; and to the mathematician, who observes afresh, or for the first time, a special regularity of the world of numbers. It finds expression in different forms, according to age, to sex, to social environment. A child goes along a street tripping or ululating or repeating over and over again a rhythmic word or phrase: "An-nie Smith, An-nie Smith, An-nie Smith, An-nie Smith," until any adult in sight or hearing is maddened by the repetition. But it is the charm of the repetition itself that delights the child.

This is a natural explosion. Another, and a greater, comes with adolescence. "Every man who really lives," said someone or other, "tries to write poetry, and succeeds in falling in love." Between these explosive periods comes a great deal of school life, and this interregnum, this between-revolutions, is a period of relative emotional peace. What should here be attempted and taught, in the matter of verse, is in the main technique. The teacher who is searching for geniuses will perhaps develop some prigs or prigettes, and will certainly come upon mares' nests. It is not the discovery of genius that we should be after, but the setting free of powers.

SECURITY OF TENURE.

From our Legal Correspondent:—

The recent case of *Brown v. Dagenham U.D.C.* produced a considered judgment from Mr. Justice McCauley which is likely to disturb the equanimity of a good many "officers" of local authorities, including teachers. These people are not like judges, who hold their offices *quamdiu se bene gesserint*: they hold them "at the pleasure" of the Authority. Mr. Brown claimed damages from his Council "for wrongful dismissal" from his office of clerk. The judge dismissed the claim. He held that a Council could dismiss an official whether cause of dismissal existed or not, and that the Council was not bound by any contract of service. "I conclude," he said, "that a Council can dismiss its clerk at pleasure, whatever may be the contract between them. I see no escape from that view." And if for "clerk" "teacher" be substituted, there seems no escape from the same view of his case either.

Two Classes of Appointments.

But it must be observed that the doctrine, whether sound or not, has no application to other contracts of service with teachers. A master or mistress in a school not under a local authority works under the usual terms of a contract between master and servant—the contract, e.g., can be terminated only by notice. So, too, it would seem that a teacher appointed and employed by the body of managers of a non-provided school can still be dismissed only after notice, and therefore is in a more secure position than the teacher in a provided school.

Appointments "at Pleasure."

It may be assumed that if any person not a Judge of a High Court had ventured to assert that the alleged contracts under which many teachers hold their office were of no legal value, he would have received but scant attention. But, nevertheless, such seems to be the case, though general practice, it is admitted, is not in accord with legal theory. The words of the Education Act, Section 148 (i), are plain: "A local education authority may appoint necessary officers, including teachers, to hold office *during the pleasure of the authority*, and may assign to them such salaries or remuneration (if any) as they think fit, and may remove any of those officers." If a clerk to an important Urban District Council, whose appointment is "at pleasure," may be dismissed without notice and without cause shown, and the High Court says he may be, then there is nothing in the nature of the appointment of a teacher, which also is "at pleasure," distinguishing it from that of the clerk.

Field v. Poplar Corporation is another recent case of interest to teachers.

OUR MONTH'S PICTURE.

The House-Fly

Educated man is now at war with the house-fly, *Musca domestica*. But "house-fly" does not mean every fly that frequents our houses; it is the name of one species that is hatched in excreta, loves to eat it, human or animal, and is also thoroughly companionable to humanity, enjoying little tastes of its exudations and feeding upon its food.

Four other flies share our window panes with the house-fly, but are thought to be fairly innocent. These are the smaller-house-fly, a slighter insect often to be seen pursuing aerial stunts over the dining table; the stable-fly, who bites and carries its proboscis pointing out in front like the weapon that it is; the cluster-fly, an autumn insect, narrow from the position in which it carries its wings, sometimes found dormant in clusters; and another autumn fly, often hibernating indoors.

The house-fly is grey and about a quarter of an inch long. Insects only grow in their larvae stage, and the members of each species differ in size but little, according to the abundance and quality of their food.

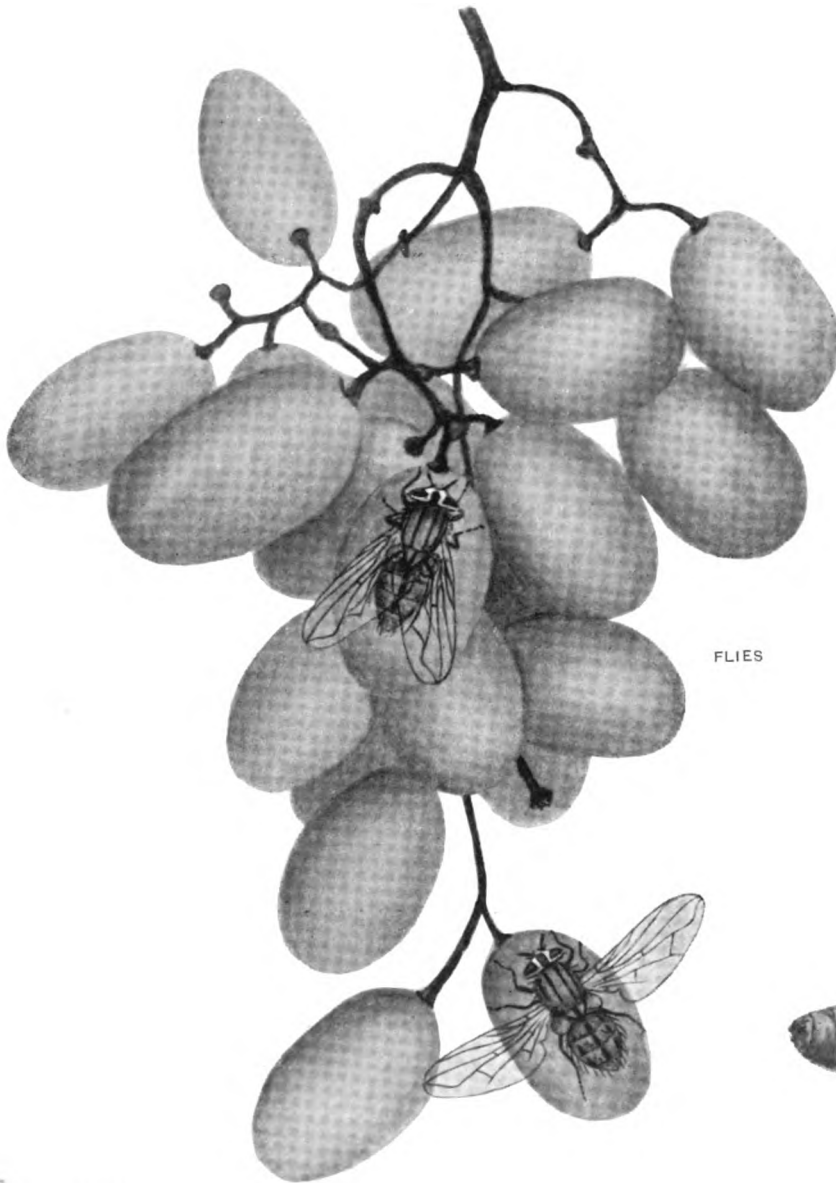
The eggs are the twentieth of an inch in length and are laid preferably in fresh horse manure, other human or animal excreta being also used, several females often choosing the same locality. The time for hatching varies from a few hours to several days, and the resultant maggots mature and pupate in from two days to two months, according to temperature. The pupa remains inside the hardened larva skin, the puparium, and changes its colour from yellow, through brown, to black.

In from three days to four weeks the fly emerges, by the alternate expansion and contraction of a temporary bladder in front of the head.

Since one fly may lay a hundred and fifty eggs, which, hatched and matured, may possibly be ready in another month to lay more, the necessary attempts to reduce their numbers are not too hopeful though essential.

The house-fly feeds through tubes at the end of its proboscis, which, though they cannot pierce the skin, draw up microbes and, from excreta, the eggs of parasitic worms. These pass through its body unchanged, and by habit are excreted while feeding on sugar, cake, &c., which are softened with dangerous fluid from the mouth. From this there is recognised danger of infection from typhoid and other dangerous diseases. The house-fly is believed not to hibernate; most flies found in winter belong to other species. South Kensington issues a most useful pamphlet (price 3d.) on "The House-fly," with preventive suggestions.

M. L. BROOKE.

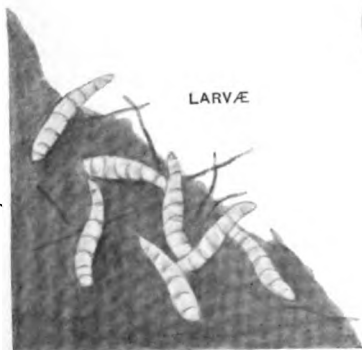


FLIES

PUPA



EGGS



LARVÆ

LARVA



THE HOUSE FLY
(musca domestica)

Drawn by Winifred Brooks



THE COST OF STATE EDUCATION.

Though it is fashionable in some quarters to contrast the size of the National Education Bill with the size of the National Drink Bill or with some other maleficent expenditure, it is not a fashion worth following, for nobody knows the size of the National Education Bill; nobody knows, that is, the real total spent on education. There are institutions for education which are maintained wholly by public funds; there are others which are maintained by private funds with the aid of grants from public funds; there are others which receive no public aid at all. There are nearly five million children in attendance at elementary schools; there are probably less than half a million in secondary schools (on March 31, 1927, there were 371,493), but there are many thousands of others, younger and older, in schools and institutions, private and public, about whose financial cost we know next to nothing. The cost to the country of each elementary school child is worked out to an average of 250 shillings; of a secondary school pupil the average cost was (in 1927) 540 shillings.

These simple comments are not so trite as they may seem, but they are worth making in order to emphasise the fact that "Civil Estimates, Class iv, Education," just issued for 1929, by no means cover all the money spent on education. It is not, therefore, with the cost of education that this article deals, but of State Education. Of the £50,004,126 required for 1929, which is £511,677 over the figure for 1928, £41,649,899 is the estimate for the salaries and expenses of the Board of Education, and this is £434,071 over the sum voted for 1928.

The Board has followed its usual practice and issued a Memorandum on its estimates which throws a ray of light here and there on some of the dark places, and gives some additional figures not to be found in the estimates as printed. Corresponding figures are set out on page 3 for the years from 1918 onwards, and for the year 1913-14. The net expenditure for that year was £14,368,794. For last year it was £41,170,000—nearly three times as much. Not to dwell on that, however, what exactly does the figure £41,649,899 mean? It must be noted first that this figure includes expenditure on grants to Authorities for elementary and higher education, the Board's own administration, inspection, three museums, and the Royal College of Art. Leaving out these last four items, there is left a sum of £40,834,406 for grants—elementary £32,825,400 and higher £8,009,006. But the cost of State education is not yet complete. More than this sum will be spent by the various Authorities which receive it. There are grants from the Exchequer under the Agricultural Rates Acts,

"Residue" Grant, &c., amounting to £1,810,000, and, of course, there is the money provided by Local Authorities themselves from the Rates—another £35,712,000. The sum total of it all is that the expenditure on education generally, not including pensions contributions from teachers and employers, is, in round figures, £79,478,000, about a million more than it was in 1927. The estimates are based on an assumed total expenditure by Local Authorities in 1929 of £77,005,000, compared with £75,940,000 of the 1928 estimates.

On elementary education the Authorities will, it is assumed, spend £62,025,000 (£61,450,000 last year); on higher education £14,980,000 (£14,490,000 last year). But, notwithstanding these increases, the grants for elementary education will decrease by £494,000, for there is expected to be, under the Rating and Valuation Act of 1925, an increase in the product of a 7d. rate, by which sum the grant under the other factors of the formula of the Regulations is reduced.

The salaries of teachers in elementary schools, which amounted to a mere £16,000,000 in 1913, is now £41,500,000—£250,000 more than last year. But the number of adult full-time teachers has increased by 1,700, and the estimated number for 1929 is 169,300. The number of teachers and their salary cost were probably both underestimated in 1928. The provision for 1929 allows for an increase of over 2,000 pensionable teachers.

Looking at the higher education figures, the table given on page 12 of the Memorandum shows an increase of £490,000 in the assumed expenditure of Local Education Authorities for 1929 as compared with that for 1928. The expenditure comes under the heads of Training of Teachers, Secondary Schools, Technical Schools, Loan Charges, Administration, and Aids to Students. The most recent figures available are those for 1927, and all show gradual increases with the exception of the Training of Teachers. Aids to Students, in the form of fees and maintenance allowances, amounted in 1927 to £1,869,722. The sum assumed for the 1929 estimates is £2,050,000.

One item—a comparatively small one—in the grand cost of State education shows a gradual decline in cost—the Board's staff. The number in all grades has dropped from 2,467 in 1925 to 2,131 for 1929, and the cost from £905,151 to £817,850. The Administrative and Inspecting Staff and the cost show a similar decline. The £815,000 of 1925 has dropped to £701,000 for 1929, which is under 1½ per cent. of the Board's expenditure. This is lower than for any years since 1919-20, and the ratio of cost to the total is lower than any previous record in the history of the Department.

THE NATIONAL UNION OF TEACHERS.

Our N.U.T. Correspondent writes :—

A scheme for the provision of "unemployment benefit" from the funds of the Union has been under discussion at Hamilton House recently. It was discussed finally at the March meeting of the Executive and rejected because of the uncertainty of the financial commitments involved, and because of its possible effect on the tenure of the teacher's office in certain cases.

At the Llandudno Conference an interesting debate is expected on a motion to be submitted by the Executive to ensure that, in future, there shall be at least two representatives of teachers engaged in institutions for higher education elected to seats on the Executive. The motion provides that if two teachers engaged in higher education are not elected at the ordinary annual Executive Elections, the elected members of the Union's Higher Education Committee shall elect from their own number one or two, as the case may be.

The question of Religious Instruction in Council Schools and the position of the N.U.T. with regard to it will be brought definitely before the Annual Conference at Easter on a motion to be submitted by the Executive. I understand there may be an attempt to exploit the occasion to secure the approval of conference for further financial help to non-provided schools. Such an attempt would lead to a heated debate harmful to the Union, whether the attempt succeeded or failed. It is hoped the issue may be avoided.

I understand that a slight alteration in the future procedure of the Board of Education in cases involving the possible cancellation of a teacher's certificate has satisfied the Executive that no good purpose will be served by further pressing for the establishment of an Appeals Tribunal.

The next meeting of the full Burnham Committee has been fixed for April 19. It has been called to determine certain points in connexion with the existing report which fall outside the province of the "Reference Committee," a committee solely concerned with matters arising from the interpretation of the report.

The salaries position which will arise shortly in anticipation of the termination of the currency of the existing Burnham Scales is receiving careful consideration at Hamilton House. The present scales will remain in force after March 31, 1931, unless either side gives twelve months' notice of its determination to reopen the question.

The reorganisation of the elementary schools is proceeding in some parts of the country quite smoothly. In other parts it is held up owing to difficulties in the necessary transfer of pupils from non-provided to provided schools, and in some cases owing to staffing difficulties and the displacement of teachers. The special committee set up by the Executive to watch the interests of members of the Union is gathering information, and is prepared to take action whenever need arises.

Mr. Gosling, whose dismissal from the police force, offer of reinstatement, and subsequent compensation for wrongful dismissal have aroused widespread attention, is a member of the National Union of Teachers. It is noteworthy that financially he is worse off as a schoolmaster than he would have been had he continued as a sergeant of police.

Lord Eustace Percy recently received a deputation from the Executive of the Union on matters arising from the practical working out of the Board's pamphlet and circular on the reorganisation of the elementary schools. The deputation was private.

Lord Gorell—Publisher.

It is announced that Lord Gorell has accepted an invitation to become a partner in the famous publishing house of John Murray. Fortunately, this new occupation will not involve any diminution of Lord Gorell's work for education, and we are glad to learn that he will continue his valuable services as Chairman of the Teachers Council, an office which he fills to the great content of the members.

We learn, too, that he is able to continue as Chairman of the Society of Authors, despite the fact that the work of the Society is concerned, in part at least, with protecting authors from publishers. At their January meeting the Committee of the Society carried unanimously the following resolution, proposed by Major Ian Hay Beath and seconded by Mr. W. B. Maxwell :—

Resolved, that Lord Gorell's connexion with so reputable a publishing house as that of Mr. John Murray would be advantageous rather than injurious to the interests of the Society of Authors, and that Lord Gorell be therefore requested to continue its Chairmanship.

This resolution does great credit to everybody concerned, and we hope that Lord Gorell will long continue to exercise the functions of author, legislator, and educationist, in all of which he has already made his mark, and that he will be happy in his new work.

HISTORY TEACHING REBORN.

BY FREDERICK J. GOULD.

IV.

This Table of World History indicates a course of instruction, almost free from year-dates, suitable for ages 11 to 15-16. Lessons on Time before Man

can be given first, or deferred to the point marked by the phrase "Idea of Evolution," or planned for both stages.

<p>TIME BEFORE MAN (many millions of years).</p>	<p>Nebula, or fire-mist (?). Sun and planets. Earth, its sponges, corals, shell-fish, sea-weeds; granite. Fish, insects, reptiles, birds; moss, trees, flowers; slate, sandstone, coal, limestone, chalk. Mammals; monkey-like or ape-like men, 500,000 or more years ago. Ice ages.</p>
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HISTORY OF HUMANITY.

In tracing the three Ages, teachers will constantly bear in mind:—(a) Human geography and agriculture, (b) industry and travel, (c) fine arts, (d) science, (e) family and social life, law, political methods, religious organisation, customs, festivals, money

systems, and signs of gradual release from war, slavery, cruelty, disease, ignorance, and penury. Biography (and, in the two earlier ages, legend) will be systematically introduced.

<p>EARLY AGE to about 400 A.D.</p>	<p>Primitive man. Hunters, nomads, agriculturists. Growth of villages, cities, nations. Slavery. Egypt, Babylon, Greece, Rome, India, China. Jews and their neighbour-nations. Christians and early Church.</p>	<p>Relations of Greeks, Phoenicians, and Romans with Britain. Early inhabitants of Britain.</p>
<p>CATHOLIC-FEUDAL AGE to about 1300.</p>	<p>Church, popes, monks, nuns. Arabia and Moslems. Crusades. Barons and serfs. Extension of rural life in Western Europe. Towns and guilds. Beginnings of European nationalities. Parliaments. Universities. Hansa and other sea-commerce. Use of money extended.</p>	<p>English, Welsh, and Scottish history will follow the line of the general history, with emphasis on the growth of seafaring. Relations with Ireland, and the peoples of Europe Asia, and Africa.</p>
<p>AGE OF EXPANSION (of mankind and civilisation over the globe).</p>	<p>Printing-press; spread of learning. Routes to India and America; circumnavigation of globe; trading companies; banks. Protestants, Puritans. English revolution (1642-1660) and its social consequences. Spread of machinery. American and French revolutions. South American colonies and (later) republics. Australasia colonised. Negro-slavery abolished. Trade-Unionists and Co-operators. Science greatly extended. Idea of evolution spreads. Suffrage, popular education, sanitation. German Empire. Italian unity. Rise of Japan. African colonies. Socialists. Capitalism and Finance challenged. Growth of British Commonwealth as a world-factor. Growth of United States, and association with the World War. World practically explored and mapped. League of Nations (following on World War of 1914-1918) established in 1920, and comprises fifty-four members in 1929. Pact (Kellogg) of Paris, 1928.</p>	<p>British history will follow the general line, and will emphasise:— English revolution. Beginnings of British Empire-Commonwealth, and of North American colonies. Industrial Revolution, 1760-1820; opening of the railway system, 1825. Union of South Africa, completing the Home Rule series, Canada, Newfoundland, Australia, New Zealand, South Africa. Government of India Act, 1919. Irish Free State, 1922.</p>

NEWS OF THE MONTH.

New Year Honours.

The Educational New Year's Honours (the list was delayed two months by the King's illness) include the names of Robert C. Evans, best known as the proprietor of *The Teacher's World* and Founder of the City of London Vacation Course; Professor Fleming, of University College; and Arthur Somervell, Mus.Doc., late Board of Education Inspector of Music, among the new Knights. Sir William McCormick, M.A., LL.D., F.R.S., has been made G.B.E. (Civil Division); Miss Bertha Philpotts, D.B.E. (for services to scholarship and education); Miss Charlotte Edith Ainslie and Mr. Israel Ellis, Head Master of Hayes Industrial School, have been given the O.B.E.; and Miss Alice Caton, Head of the Brassey Street Central Council School, Birkenhead, the M.B.E. (Civil Division).

A Temporary Chair of English.

Dr. G. B. Harrison, of the English Department, King's College, London, is to be the first holder of the Frederic Ives Carpenter Visiting Chair of English in the University of Chicago. The Chair was founded by Dr. Carpenter to enable English scholars to spend a term on the teaching staff of the University.

Who will fill the Chair?

London University is to have a Chair of Imperial Economic Relations. On the recommendation of the Empire Marketing Board, the Secretary of State (Mr. Amery) has approved a grant of £2,000 per annum for five years. The object of the grant is to promote economic investigation and research into the marketing of Empire products in this country.

Greek Accents.

The Classical Association's Greek Accents Committee has pronounced against the Greek accents—at least for beginners. They "cannot recommend any general attempt, in teaching Greek, to give an oral value, either by pitch or stress, to the traditional signs of Greek accent." We shall learn in April whether the Association will approve their Committee's opinions, when they discuss the question at Cardiff.

Another Special Service.

Nottingham Education Authority has decided that it must care for the bodies of their pupils by attending to their boots. They have resolved "that competent boot repairers be regularly employed to visit schools throughout the city and do any repairs that may be required to boots, particularly those supplied by the Committee. Where the parents are in a position to pay for the repairs, the cost shall

be charged in the same way that the provision of meals is dealt with at the present time." But what will happen if the parent is not in a position to pay?

The Proper Spirit.

Dr. James Graham, Director of Education, Leeds, told the Head Teachers' Association at their Annual Dinner, held recently, what his attitude to things educational was. So far as Leeds was concerned he did not care what the Board of Education said to him. Until he had investigated a matter with the teachers, he would say to the Board: "Hands off; we will solve our own problems in the light of the circumstances of our own area. If you will leave us alone we will give you something better than some of those other cities which have week-end organisation." That seems to express the proper spirit for a Local Authority—if it has any authority.

A History Teaching Exhibition.

An Exhibition for History Teachers will be held at the Goldsmiths' College, New Cross, next month. It will serve the double purpose of helping teachers in primary schools by showing devices and methods that have been used with success in various schools; and it will also enlighten the general visitor as to what is being done to bring home to children some of the lessons of history. There will be charts, models, pictures, maps, books, diagrams; and lectures will be given daily. Further information will be given on application to Miss D. Dymond, at the College; or to Mr. W. Lee, 108 Valley Road, Streatham, S.W.16.

Foreign Languages and Business.

Lord Eustace Percy has expressed a willingness to co-operate with the export businesses of this country in "wiping out once for all the absurd myth that the Englishman is a bad linguist." The British Export Society have asked him to arrange for an investigation into the teaching of modern languages and a comparison of the facilities provided here with those of other countries for learning them, and of the use made of them in business.

Obituary.

Dr. JOSEPH WELLS, formerly Warden of Wadham and Vice-Chancellor of Oxford University, died at Oxford, aged seventy-three.

Professor FOSTER WATSON, historian of Schools and of Education, and formerly Professor of Education in the University College of Wales, Aberystwyth.

Dr. ALEX HILL, Master of Downing College, Cambridge, from 1888 to 1907, and Principal and Vice-President of University College, Southampton, died at Southampton, aged seventy-three.

**SONNET IN THE FORM OF A DIALOGUE
BETWEEN THE POET AND CHARON.**

(From the French of OLIVIER DE MAGNY,
1530-1560.)

- POET. *Hi, Charon, Charon, pilot of the deep!*
 CHARON. *Who thus unfortunate calls for me now?*
 POET. *An unrequited lover true, I vow,
Disconsolate along this shore would
creep.*
 CHARON. *What seekest thou?*
 POET. *The fatal tryst to keep.*
 CHARON. *By whom art slain?*
 POET. *Why, cruel, askest thou?
By love I'm slain.*
 CHARON. *I never on my prow
Love's victims to the distant shore may
sweep.*
 POET. *For mercy sake, O Charon, take me hence!*
 CHARON. *Go, seek another boat, not Fate, nor I
This master of the gods will e'er work
for.*
 POET. *Nathless I go: with aid I will dispense,
My loving soul my eyes such tears supply
That I shall be the stream, the bark, the
oar.*

GILBERT PASS.

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LITERARY SECTION.

BOOKS AND THE MAN.

Good Sense in History.

I have been reading with much interest and satisfaction a book written by Catherine B. Firth, M.A., D.Litt., Lecturer in History at Furzedown Training College, London; formerly Director of Studies in History, Newnham College, Cambridge. It is published at 6s. by Kegan Paul, and is entitled "The Learning of History," a noteworthy change from such titles as "The Teaching of History," inasmuch as it indicates a praiseworthy desire to consider the subject from the point of view of the pupil. This is what Miss Firth does throughout, and her shrewd insight into the working of the child mind gives interest and point to her good counsel, and embodies principles which are often set forth with less success in formal treatises on psychology.


The book is practical from first to last, sprinkled with helpful hints and suggestions as to further reading. There is an excellent book list, and many of the pages have foot-notes which, instead of being superfluous and distracting, bear directly on the advice which Miss Firth gives. In the opening chapter, entitled "The Need of Children for History," there is an admirable discussion of the reasons for teaching the subject. This is the right method of beginning any treatise on classroom work, for if we know why we are teaching a subject, we have many clues as to how we should teach it. It must be confessed that our present methods of teaching history are open to the criticism which Miss Firth makes when she says: "There are few more serious indictments of our failure to give boys and girls what they can use in their history lessons than the fact that so many pass out of the elementary schools with a positive distaste for the story of the past. The natural child delights in history, but he has asked for bread, and we have given him stones." A more satisfactory diet is suggested, and emphasis is laid on activity in the early stages—"to encourage a child to learn history is to encourage his mental activity, his feeling, or his thought, in relation to historical material. Yet still teachers of history rely on the giving of oral lessons, and many of them, if asked what they think a class will do, are satisfied to answer, 'Listen!'" But we are assured that listening, in which the minimum of mental activity is employed, is often of less use for the learning of history than not listening at all. Here might be started a useful discussion on the value of broadcast

lessons, but Miss Firth is content to tell us that, if learning is an active process, mental inertia is one of its foes.

In the chapter on the activity of children are many hints for securing the mental activity which is desired; the use of comparison, imaginative construction, the process of inference and selection, together with emotional activity arising from a sympathetic share in the feelings of historical characters. Modelling and drawing are commended, but Miss Firth utters a much needed warning, that for the teacher of history the aim is not that manual proficiency shall be attained, but that history shall be learned. She points out that it is possible in a few minutes at the end of a lesson for everyone to contrive an adequate model of a Norman castle out of paper properly folded. A more elaborate model might be made by the class in co-operation, each pupil making his own part and being ready to explain its purpose. Debates and the acting of historical scenes are commended for older pupils, and the absence of satisfactory historical atlases on the shelves of school libraries is deplored. There is an admirable chapter on the place of talk in the teaching of history, with some good advice on the treatment of children's questions and the use of questions by the teacher. The learning of dates is discussed, and we are told that between the ages of nine and eleven children find the memorising of words not only easy but pleasurable. This is often forgotten in every department of school work at this stage, but Miss Firth boldly supports the plan of a rhythmic arrangement of syllables with dates attached, and tells us that the old practice of learning by heart the dates of the kings of England has much to commend it on the ground that a change of ruler has often had an important bearing on the general course of events. The treatment of local history is suggested, but not as a thing in itself or as a way of first approach to the past. "A boy of seven will be more aware of a picture on a hoarding than of stones which are dear to the Society for the Preservation of Ancient Monuments. He would rather hear of St. George and the Dragon than trace the line of a Roman wall; so the value of local history is not as a first introduction to the past but for illustration at every stage."

Space will not allow of a fuller description of the contents of this most excellent book, but I commend it heartily to all teachers whether they are history specialists or not, for the principles which it lays down are valid for every subject taken with younger children, while its immediate purpose, that of promoting a better method of teaching history in our schools, will be fully realised if all teachers of history will hasten to obtain a copy and master its contents.

SELIM MILES.

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The recent Report of the Board of Education Consultative Committee (p. 33) said:—
"Prose anthologies for school use . . . should, in our opinion, fulfil the following general conditions. Passages in the best literary form should be selected; but the field of choice is so wide that they need never be chosen for reasons of style alone. Each passage should be so far as possible a complete whole in itself. A few lines of explanation should be given to indicate, e.g. the authorship and the work from which the passage has been taken."
. These conditions are fulfilled in the above book.

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REVIEWS.

Education.

MATTER AND METHOD IN EDUCATION: by Mary Sturt, M.A., and E. R. Oakden, M.A. (7s. 6d. Kegan Paul.)

This is an interesting, not to say an amusing, book. It is not a method book of the ancient solemn kind, nor is it merely a book of off-hand criticisms of foolishness in teaching. The writers have had many opportunities in their training college work of observing good lessons and bad, and they have their own points of view. Points of view, because no coherent theory which the authors wish to advance to the destruction of all others pervades the book. They press very hard indeed the claims of æsthetic education; occasionally, it seems to the reviewer, without realising the risks of merely "pretty" attempts at creative work and artistic appreciation. They tilt at abuses and sillinesses in teaching, new and old, and our poor, unimaginative forefathers, who devised "standards," cultivated correlation with disastrous effects, wrote preposterous "model lessons," and perpetrated other barbarities, come in for some scolding, quite good-tempered but severe scolding. The book contains much excellent sense, in all the chapters, for example on such commonplace but highly important matters for teachers as

questioning, illustrations, examinations, and the like. It is a book for the young teacher to underline and mark in the margin, not for him to analyse in notes. He is given an admirable series of exercises as "topics for discussion." This volume, like some other books on education, not on method specially, which we have seen lately, is enlivened by pertinent allusions to current literature, by quotations from "Alice," Gilbert and Sullivan, and so on, as well as by veracious anecdotes with point or relevancy. Oddly enough, these lively works are all written by women. Let us welcome this invasion of educational territory by clear-eyed, sensible, and spirited representatives of the sex.

W.

ROMULUS, OR THE FUTURE OF THE CHILD: by Robert T. Lewis. (2s. 6d. Kegan Paul.)

This is one of the latest volumes of the bright series of "future" books, now numbering about fifty, and destined to end, no doubt, with No. 100 on "The Future of Futurism." It forms a remarkable microcosm of the thought of the day, much of it condensed into epigrams and bright sayings. Mr. Lewis has, consciously or unconsciously, played up at times: "In many ways, with his supreme selfishness, man proves the best mother"; "the hand that rocks the cradle can wreck

the world"; "mother love becomes smother love"; "toymakers, wise in their degeneration, realise that the parent is the purchaser"; and the closing phrase: "Mr. Henry Ford, who has given the adult world its adult rattle." Should Lizzie snort at that, or sparkle in return?

But, apart from sparks, the book is a serious and an excellent plea for a complete national service of nursery schools. We think Mr. Lewis states an unanswerable case. He renders due tribute to Miss Margaret Macmillan and her long years of pioneer work, from the days when the present writer read an Ode to a Nightingale, including this apostrophe to the bird:—

"Come down to earth,
You little villain;
Come and be jugged
By Miss Macmillan."

There is an excellent account of the task and objective of nursery schools (pages 82 to 85); plain sense in the section called "Sparing the Rod" (which might be read together with "Y. Y.'s" article in *The New Statesman* of March 9, "In Defence of Punishment"); ironic tribute to the recent boast of our Board of Education that it had approved proposals since last year for *three new nursery schools* (Mr. Lewis's italics, made, we hope, in sheer anger); these, and other good things, packed into less than a hundred small pages.

R. J.

English.

FOUNDATIONS OF ENGLISH GRAMMAR AND COMPOSITION: by John D. Stephenson. (2s. 6d. Methuen.)

The keynote of this book is self-activity. It illustrates the method of learning by doing. By means of varied exercises the pupil is introduced to the several parts of speech and the work they do. The second part of the book deals with the choice of words, the construction of sentences, short descriptions, and the writing of letters. A useful book for pupils in junior and middle forms.

P. M. G.

(1) THE SCHOOL FOR SCANDAL, (2) THE RIVALS, (3) THE CRITIC: edited by Guy Boas. (1s. 3d. each. Arnold.)

A notice of this edition of these plays, published some months ago in a single volume, appeared at the time in these columns. It only remains to add that the more handy form of a separate volume for each play is specially suited both as to size and price for school use.

P. M. G.

MODERN ENGLISH: J. Hubert Jagger. (6s. net. Univ. of London Press.)

In this book, which is the outcome of a course of lectures delivered to teachers in the service of the

London County Council, Dr. Jagger traces the growth and development of language, and shows how the progress of civilisation demands progress in language, if this latter is to be at once an adequate instrument of thought and communication. Perhaps the chief merit of the book is that it insists that modern English shall be valued for what it is, and Dr. Jagger will have none of the elaborations which we sometimes make in order to treat modern sentences grammatically.

There is a fascination about books dealing with "words," their origin, meaning, and use, and this one is to be commended not only for the information it gives but also for the pleasure it affords the student of languages.

P. M. G.

PRACTICAL AND LITERARY ENGLISH: by G. M. Jones and Arthur Yates. (4s. 6d. net. Dent.)

This book calls to mind the somewhat elaborate text-books on English and English grammar of a generation ago. It is a book of nearly five hundred pages, and should satisfy the most voracious student. But it differs from and is better than the books we used to know in that it weaves into the dull material of formal grammar many interesting interludes on the broader and more attractive theme of language and literature.

There are also numerous illustrations and here and there a touch of comic relief to help to brighten what is often regarded as a dull subject.

It is a book from which teachers may get much useful help and suggestion for their lessons.

P. M. G.

History.

A PAGEANT OF HISTORY—AN OUTLINE OF THE HISTORY OF THE WORLD: by R. G. Ikin, M.A. (2s. 9d. Nelson.)

"The book is intended," says the author, "as a first book in General History for all intelligent readers, young and old—say from eleven years upwards—who have an interest in the story of Mankind and its romance." We think the author is right. A history book that is readable for an intelligent boy or girl of "eleven plus" is readable for any adult. Moreover, he has succeeded in spreading out the panorama of "the story of Mankind and its romance," from Earliest Man and Stone to the League of Nations and its Future. He tries to present it as a pageant, taking help from maps and pictures. He halts at the end to peer into the Pageant of the Future. Upon the success of the League, he maintains, "depends largely the future of mankind." And he gives no hint of

As appendix there are questions and time charts—these last not spoiled, as so often, by overcrowding. The hints for "group work" and some of the directions in the appendix are suggestive:

(Continued on page 129.)



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“Be prepared to speak for three minutes without notes on Erasmus and Luther”; “What is the nearest place to your home where the Friars lived?”
R. J.

MORE BOYS AND GIRLS OF HISTORY: by Rhoda and Eileen Power. (I, 1497-1610; II, 1618-1871. Each 2s. 6d. Cambridge Univ. Press.)

The authors effectively and picturesquely realise exactly what they set out to do. They say: “Every boy and girl likes adventure”; and these two little books quiver with adventure. They say: “These stories are meant not to supersede but to be used with the ordinary text-book of political history”; and they shrewdly bar out the politicians and leave politics fidgeting like Dr. Johnson in Lord Chesterfield’s ante-room. They aim at presenting historical scenery, furniture, and costume in lively line and colour, and they succeed. For instance, we cannot stand in the crowd at Bristol, waiting for Cabot’s return from Newfoundland, without picking up information about women’s dresses in 1497:—

“The poor ones, in the usual coarse gowns and old-fashioned wimples which hid their throats, the rich merchants’ wives in handsome flowing dresses

clasped with jewelled belts and cut square at the neck to show their golden chains. . . . The wind fluttered the white kerchiefs on their heads and made their coloured veils float out behind.”

And so, through whatever seafaring or barbaric or tragical drama we move—Chancellor’s travel to Muscovy, Red Hugh’s escape from the English Pale, trading in “the remote Bermudas,” Raleigh’s scaffold, the arrival of pioneer merchants at Surat, the wild corroboree of Australian blackfellows, and the rest—we catch authentic glimpses of things and people as revealed in carefully chosen records and pictures. Even the somersaults turned by the Red Indian damsel, Pocohontas, at Jamestown are verified in a letter written by a Virginian settler. All this is exceedingly well done, and the young reader can joyously and instinctively revel in a medley of light and shadow, feasts and sorrows, boisterous dialogue and laughter, grim executions, and terrors of the wilderness. A friendly caution, however, may be interjected. The history teacher must beware of conveying the impression that the great human march is all bustle, excitement, drawn daggers, and processions. The man at the plough, the shepherd of Salisbury Plain, and the men at prayer are not negligible figures. The story of

Ruth, innocent of explosive episodes or beetle-browed bandits, has a quiet dignity which is an integral historical value. And Milton, who himself played a part in national evolution, said truly: "They also serve who only stand and wait."

F. J. G.

A HISTORY OF THE BRITISH COLONIES: by H. L. Jones, M.A., and E. Sherratt, B.A. (3s. 6d. University Tutorial Press.)

This little book is very skilfully planned and set out. The methods of historical sequence, of geographical distribution, and of development of the theory and practice of government are woven or separated at need. The writers set out with four main theses: geographical control, command of the seas, individual enterprise, and "thinking imperially." But they have been intent on producing a practical handbook, which they have done, in fact, *ambulando*. Beginning with "Elements of the Empire," "World Discovery," "Pioneers and Struggles," they proceed to geographical divisions, ending with "The Growth of Imperialism" and a chapter on "The British Commonwealth of Nations." A very useful and compact students' text-book.

R. J.

Geography.

POPULAR MAP READING: by E. D. Laborde. (4s. 6d. Cambridge Univ. Press. Also Library Edition at 6s.)

"Popular Map Reading," by E. D. Laborde, justifies its title; the matter is clearly stated and avoids those technicalities and difficult mathematics which usually debar the general reader from the works upon this subject. The text is written in such a way as to hold the interest of the reader and at the same time deals carefully with the subject at hand. Moreover, it is well illustrated by maps, diagrams, sketches, and exercises, which, for those who wish to get a real grasp of the matter, should prove an infinite help.

Indeed, the book equally recommends itself to those of the general public interested in the correct interpretation of the Ordnance Survey or other local maps and to students desiring a simple yet sound foundation to a branch of geography which is the foundation of all regional and human studies.

E. Y.

Classics.

THE ORESTEIA: translated into English Rhyming Verse by Gilbert Murray. (7s. 6d. net. Allen & Unwin.)

The publishers of Professor Gilbert Murray's translations of the three plays of Aeschylus, the Agamemnon, the Choëphoræ, and the Eumenides, have now gathered them into one convenient

volume. As is well known, the three form one trilogy, and they were presented as such at Athens in 468 B.C., then winning the first prize. Professor Murray has written an introduction to the trilogy. It is only when the three are read together as an Oresteia that their full import is realised. The introduction gives an exposition of the great series of tragedies, beginning in gloom and ending in a kind of reconciliation. At this time of day it would be an impertinence in an ordinary reviewer to praise Professor Murray's rendering. The English language, at any rate in a form acceptable to the present age, cannot reproduce the sublime verbal complexity of Aeschylus. But this translation, to the mind of one reader who cannot cope with the original with success, gives the grandeur of the plays very effectively, and to read them, with the knowledge of the story which the first audience of course possessed, is certainly to have the passions purged through pity and fear. W.

French.


ANATOLE FRANCE: by R. L. Graeme Ritchie. (2s. 6d. Nelson's "Modern Studies" Series.)

Messrs. Nelson's excellent "Modern Studies Series is too well known to need introduction. It has established its own reputation for sound scholarship and attractive presentation.

Like the author's "Voltaire," in the same series, the present work takes the form of a bibliographical anthology; tracing Anatole France's career from the early years at the Collège Stanislas, through the "domestic phase" with "Le Livre de Mon Ami" and "Le Petit Pierre," the period of literary criticism and social and anti-clerical satire, to the later years, which saw the publication of "L'Île des Pingouins"; after which the long-expected "Jeanne d'Arc" is something of an anti-climax, in spite of its "formidable" documentation and that supreme mastery of style which casts its spell on puritans who cannot accept his ideas, and intellectuals who claim that he never had any. Anatole France will live not only as a master craftsman in a language which has been manipulated with more than ordinary skill by so many word-artists; he will live also as the apostle of "infinite indulgence and infinite pity." Those who are repelled by the irreverent wit of "L'Île des Pingouins" must be attracted by the tender sympathy of "Crainquebille."

Perhaps the most interesting chapter is that headed "Post-mortem Criticism," in which Professor Ritchie traces and explains the depreciation which Anatole France's reputation has suffered since his death, and adds his own opinion as to the place he will eventually occupy in the House of Fame: "near Voltaire's but lower. . . . Voltaire

(Continued on page 132.)



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was an echo, but he was also a voice. . . . Anatole France was an echo only."

The brief bibliography omits Paul Gsell's "Propos d'Anatole France" (Grasset, 1921).

Chemistry.

THE ORIGINS AND THE GROWTH OF CHEMICAL SCIENCE: by J. E. Marsh, M.A., F.R.S. (5s. net. Murray.)

An attempt is made in this book to show that the science of chemistry has advanced not by fits and starts—by a series of unconnected discoveries, as some have supposed—but rather that the progress has been uniform and gradual, each advance being based on what has gone before, and leading to further advances in a perfectly natural and logical sequence. The division of the history of science into epochs, each with its appropriate or inappropriate label, is considered only to obscure the real progress of the science by insisting on what is comparatively unimportant: it thus becomes difficult to discover when the science began and how and why it progressed at all.

The author maintains his thesis in a logical manner, and all interested in the history of chemistry will be repaid by a study of this book, even if they do not agree with all that is said. T. S. P.

A MIDDLE SCHOOL CHEMISTRY: by J. A. Cochrane, B.Sc. (Part 1, 2s.; Parts 2 and 3, 2s. 6d.; Parts 1, 2, and 3 together, 4s. Knopf.)

As an introduction to the study of chemistry preliminary to matriculation, these little books seem to be very satisfactory. In books of this character it is difficult to strike out new lines, but the author is distinctly successful in Part 1 in that in each chapter the first section, which is experimental and theoretical, is completed by a second section which deals in a general and interesting way with the subject matter of the chapter, particularly in its relation to everyday life. A beginner, working through these books, will build on a sure foundation. Errors seem to be very few, but the reviewer wonders how long it will be before the teachers of elementary chemistry, when they refer to photography, realise that the basis of a negative film or plate emulsion is not silver chloride but silver bromide with some iodide. T. S. P.

Handwork.

PATTERN MAKING FOR DRESSMAKING AND NEEDLEWORK. (2s. 6d. Pitman.)

In this book simple directions are given for two methods of drafting patterns for present-day garments; first, the proportionate, where a single measurement serves as a basis on which to build up the complete outline, and, secondly, the direct, where

all the measurements are taken and marked out separately.

The standard patterns thus obtained can then be adapted to various styles and garments. There are also directions for alterations required for fitting irregular or ill-proportioned figures. The book is amply illustrated, and can be recommended to teachers of older girls and to workers in women's institutes where patterns of everyday garments are constantly needed. M. E. R.

Drama.

ON THE ACTING OF SHAKESPEARE'S PLAYS: by C. M. De Reyes. (2s. 6d. net. Blackie.)

It is the fashion nowadays, and a very excellent fashion, to stress the importance of creative work in education. Authors and editors sound its praises in their introductions; then, forsooth, they proceed to do the job for us, and so, like the Lacedaemonians of old, we go to our doom carrying out instructions.

The author of the present volume is the producer of the Little Theatre, Citizen House, Bath, and he knows, therefore, only too well that in the production of a play the really creative work is done in thinking out the method of presentation, the arrangement of the scenes, and of what is technically known as "business." Here all this is done for us in regard to some nine of the more popular of Shakespeare's plays. But it is a busy world, and we have little time to think for ourselves, and doubtless the book will have a ready sale.

Having, we hope not unkindly, shot our bolt at the many handbooks of creative work, we hasten to add that those who aim mainly at effective presentation will find this little book most useful. There are some helpful notes on indoor and outdoor production, on costume, and on acting—suggestions at once sound and practical. The detailed directions in regard to each play bear witness to the thought and skill which the Citizen House producer has brought to bear on his work. P. M. G.

General.

ROBBERS AND SOLDIERS: by Albert Ehrenstein. (7s. 6d. Howe.)

This book represents a double "first appearance" in England. It is the first rendering of any of Herr Albert Ehrenstein's works into English, and the first English translation (in this case, through the German) of a famous Chinese story book or collection of stories, the "Shui Hu Chuan," or "Shun-Hu Chuan" ("The Island of the River"). The original, after the way of the East, is tremendously long-winded. Herr Ehrenstein, writing for the West, has selected, omitted, and arranged. We have missed, no doubt, much of that prolixity

(Continued on page 133.)



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which seems to be a charm in Asia and a bore in Europe. Equally no doubt, we have gained in vividness and coherence. That there is no change of Dr. Bowdler's sort we may be very sure. Herr Ehrenstein might be tempted à épater les bourgeois perhaps, but not to call a spade an implement of agriculture. Some English publisher might illustrate this point by a translation of his "Briefe an Gott."

"Robbers and Soldiers" is an adventure book, such as literary people classify as "picaresque." Apart from all classifications, it makes bright and interesting reading. The first great feat of the hero—killing a tiger with sticks and fists, after a Gargantuan drinking of strong wine—is performed and narrated in a manner as innocent of dignity and round-tableism (Victorian edition) as may be. The same naïveté marks the whole story. How much of this is due to the art or artlessness of the original scribes, how much to the skill of the translator from the Chinese, to the form that Herr Ehrenstein has given, to the English rendering of Mr. Geoffrey Dunlop, one cannot say. Of this last, one may say that the book could be read through without the reader being aware—if the title page

had not told him—that it was translated at all. And that is one of the best tributes to be paid to any translation.

R. J.

Professor G. M. Trevelyan has edited a volume of "Select Documents for Queen Anne's Reign down to the Union with Scotland, 1702-7." Professor Trevelyan has drawn upon contemporary authorities, most of which are out of print or scattered in different books, and some unpublished material from the British Museum MSS. has also been included. The volume will be published by the Cambridge University Press this month.

Mrs. Grace Christie, the well known embroidress, is about to publish a revised and enlarged edition of her standard handbook on embroidery, "Samplers and Stitches, a Handbook of the Embroiderer's Art." The book has been found very helpful, and has achieved popularity in England and America. It has been carefully revised, and a number of fresh designs have been added. It will be issued immediately by Messrs. Batsford.

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MAY 1929

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By PROFESSOR F. CLARKE, CAPE TOWN

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SECONDARY SCHOOL GRANTS REVIEWS NOTES AND COMMENTS

WITH PRESENTATION PLATE

VOL. 81 NUMBER 5

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THE EDUCATION & OUTLOOK AND EDUCATIONAL TIMES

MAY, 1929.

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.

"Senior" or Secondary.

The latest Report of the Board of Education, which is reviewed on another page, affords material for discussion as to the precise meaning of the terms senior school and secondary school. It is well known that the new schemes of reorganisation provide a four-year course for children above the age of eleven. The Board's Report tells us that in grant-earning secondary schools the average school life after the age of eleven was four years and one month, and that the average leaving age of pupils who left after the age of eleven was sixteen years and one month. These facts reveal a very small margin of difference between the two types of schools, and should lend support to the suggestion that, instead of using such terms as "central" or "senior," the new Hadow schools should be called Junior Secondary Schools. Doubtless the age of leaving in grant-earning secondary schools will gradually rise, but it will be a long time before it reaches eighteen, since our present practice is to recruit for business and for some professions from those who have passed the First School Examination at or about the age of sixteen.

Secondary and Primary.

The Report also furnishes some interesting particulars as to the amount of primary education now being carried on in grant-earning secondary schools. It is surprising to learn that of the 393,181 pupils in attendance at these schools on October 1, 1928, no fewer than 23,277 were under the age of ten. The number of pupils over sixteen is 38,397, or less than 10 per cent. of the whole. It is clear that our secondary schools are devoting much time and energy to primary school work. It is difficult to see any justification for this, especially as teaching in secondary schools is paid at a higher rate under the Burnham Scale and the equipment of these schools is usually designed to meet the needs of pupils receiving secondary instruction. The Board say that, in view of the need for reserving the bulk of the available accommodation for pupils over ten who are able to enter upon the main school course, any tendency to an increase in the number of younger pupils will require to be kept under careful observation. It should be checked.

Reorganisation.

The points we have mentioned are linked up with the two problems of reorganisation and salary revision. Our N.U.T. correspondent reminds us that reorganisation was keenly discussed at the Llandudno Conference, and the President of the Board has been saying that he desires to see an end of the social implications conveyed by the term "public elementary school." These implications can be wiped out only when we have our schools graded according to the stage of instruction with which they are concerned. This grading will be based mainly on the age of the pupils, although the kind of work done in each grade will be affected by such considerations as whether the pupil will proceed to a university, to a profession recruiting at sixteen, or to some form of industrial employment recruiting at fourteen to fifteen. In each grade the quality of the instruction should be the best for the purpose, and, inasmuch as we now make no difference in our public elementary school grading between the teacher of infants and the teacher of senior pupils, so we should make no difference between the qualified teacher in the primary grade and one in the secondary grade. Whatever difference is recognised should be based on individual efficiency.

Salaries.

The Burnham Scales may be revised in 1931 at the request of either party to the agreement, but the more important authorities and organisations of teachers display a certain coyness in the matter of demanding a revision. On each side there are some who would like the other party to take the first step and there are others who are anxious to avoid controversy for the present, on the ground that the existing arrangement should stand pending the new developments arising out of the Hadow Report. It is clear that teachers in the new junior secondary schools will press for a separate scale of salaries, and this will be unfortunate, since the last thing to be desired is an addition to our already too numerous list of categories of teachers. The professional solution will be a basic minimum scale for all Registered Teachers, with additions depending on individual responsibilities. Sooner or later this course must be adopted.

Right of Entry.

The establishment of centralised junior secondary schools threatens to revive the century-old controversies on religious teaching, and this revival is being helped by a demand on the part of certain religious bodies that they should receive aid in the provision of school buildings. This is urged on the ground that building costs have now become prohibitive and that the denominations cannot hope to raise adequate funds by private subscription. The President of the Board has assured a Diocesan Conference that the simple Bible teaching given in provided schools is of great value and many teachers in such schools are anxious to retain it. They are strongly opposed to any arrangement which will give the right of entry to members of religious bodies, with the result of dividing pupils in provided schools into separate groups during the Scripture lesson. As this lesson must be given either at the beginning or at the end of a school meeting and as the Anson By-law permits children to be withdrawn from the school if their parents do not approve of the type of religious teaching given, it would seem possible for the religious bodies to be satisfied by an arrangement by which the Scripture period is taken at the end of the day, each denomination providing for its own type of instruction in its own premises.

The Teacher and Religious Instruction.

Under the Act of 1902 the denominations were relieved from very heavy responsibilities, and their sole duty has been to provide adequate premises which have been kept in repair, so far as school use was concerned, out of public funds. Apparently the denominations now desire to be relieved of all responsibility while retaining the right to provide their own form of religious instruction. This means, in practice, the right to have the schools conducted in accordance with their own views. The appointment of head teachers will remain in their hands, and it is well known that teachers who are members of certain religious bodies have a double chance of promotion, being eligible for provided and also for non-provided schools belonging to their own denomination. If it is held that parents have a right to demand that State funds and State machinery shall be employed to give a particular form of religious teaching to the children, the logical method of carrying out this principle would be to credit each parent with an amount covering the agreed cost of each child's education and to leave parents to make their own arrangements, subject only to the requirement that instruction in secular subjects must be efficient and given under suitable conditions. This plan would have the advantage of bringing efficient private schools into the system of national education.

Practical Subjects in Secondary Schools.

As some concession to the desire expressed by the Association of Head Mistresses, the Board have agreed that candidates in the First School Certificate Examination may offer two subjects from Group IV, provided that the remaining three subjects include one from each of the first three groups. This change is introduced as an experiment, and it will be interesting to see the result. One outcome to be expected is a great increase in the attention given to practical subjects, music, and art. We shall learn whether these can be so taught as to form proper elements in a liberal education. Much will depend upon the nature of the examination, for experience has shown that it is all too easy to turn even practical subjects into a kind of dull grammar in which the element of drill is so misused as to destroy all zest in performance. The Report of the Consultative Committee on the Differentiation of the Curriculum as between Boys and Girls contains much valuable material bearing on this problem, including some pattern examination papers which were drawn up as a reply to the suggestion that music and art are not "examinable" subjects. The sound principle would seem to be that, so long as practical subjects are recognised as suitable or necessary elements in a school course, they should be taken into account in assessing the pupil's progress.

The Legality of School Plays.

Following a recent decision of the Lord Chief Justice, it becomes doubtful whether performances of plays in schools are legal. The case concerned the well known Citizens' House Players at Bath. This company has for some time past been giving performances of a private character, admission being by invitation only. The building in which the plays were given was not licensed as a theatre, and consequently they were held to be illegal. It is, of course, quite proper that ordinary theatrical performances should be governed by strict conditions to guard against the dangers of fire and panic, but hitherto it has not been supposed that such conditions would be required where private performances, such as school plays, were in question. It would seem, however, that the conditions do apply and that those of us who have been trying to encourage dramatic work in schools ought to warn teachers that they are in danger of being brought before the local magistrate and fined. It is to be hoped that the attention given to the Bath case may lead to some modification of the law. Drama is too valuable an element in education to be discarded altogether, and the alternative of making schools and classrooms conform with the regulations drawn up for theatres is impossible.

AT THE HIGH TABLE. CURRENT PROBLEMS IN ENGLISH EDUCATION.

V. A Dominion View.

BY PROFESSOR F. CLARKE, M.A.

[Professor Clarke has been Head of the Department of Education at Capetown for the past eighteen years, and his comments on English education are those of a well-informed critic.—THE EDITOR.]

From the point of view of a Dominion observer (who had some experience in English education during the years immediately following the Act of 1902), the present prospect of education in England presents a spectacle of absorbing interest. For such an observer the existing situation has much more than a purely objective appeal; he cannot view it with the detachment of a mere outsider. The reason is obvious: the Dominions themselves are directly concerned in what happens in English education during the next fifty years or so. Political equality with England has been achieved, complete autonomy is now guaranteed, and the prospect of any really effective economic or fiscal union seems remote. Hence the chief remaining bond is that of a common culture, substantially English in its forms, expressing itself in common social structure and social ideals, and guaranteed by a broad community of spirit and aims in education.

Until comparatively recently the Dominions have been disposed to copy English educational forms and methods, but the achievement of a distinctive national consciousness, along with the attributes of political maturity, has been accompanied by effective steps towards educational systems adjusted to the real needs and habits and values of the now self-conscious community. The process has been all too little noted in England generally, but it seems likely that a phase where England was the model and the Dominions were the imitators may now be succeeded by one where the rôles are, partially at least, reversed.

However that may be, some movement towards real community of educational spirit and aims, in spite of much diversity of methods, seems to be one of the conditions of the continuance of the British Commonwealth as a solid and beneficent fact in the organisation of the world.

The outstanding difference that can be distinguished between the England of 1902 and that of 1929 as concerns education is that in 1902 the problem to be solved was primarily an *administrative* one, while in 1929 it is overwhelmingly *educational*, and administrative only in a subordinate way.

The administrative problem of 1902 was solved with wellnigh complete success, partly by the recognition, within limits, of the existing dualism of

"provided" and "non-provided" schools, and still more by the creation of powerful local authorities strong enough to exercise a co-ordinating control over all parts of education in their local aspects.

The result is to be seen in the amazing progress of the last quarter of a century, wherein diversification and consolidation have, on the whole, kept pace so as to provide England at last with all the essentials of a genuine *system* without any loss of that variety and elasticity which constitute so justifiable a cause for national solicitude.

But this very progress in administrative provision and efficiency has now brought English education to the point where the deeper *educational* issues and significances which could hardly be discerned in 1902 have at last to be squarely faced. Not only the Great War but years of rapid social and economic change, both in England and in the world generally, as well as the profound consequences of improved education itself, have produced a situation which calls for far-reaching decisions of educational principle rather than of mere administrative practice. The reformers of 1902 thought of an England continuing substantially unchanged from the past, socially, economically, politically. The "elementary" system, with all its class pre-suppositions, still continued in all essentials, while at the other end of the scale the segregated orbit of education for the upper classes, through preparatory and public school and ancient university, remained virtually untouched by the sweeping reconstruction of the State's administrative system.

At the same time there was little thought in 1902 of great economic changes such as have now modified so profoundly both the position of England in the world and the balance of social and economic forces in England itself. A very powerful economic motive now comes into play to reinforce the other influences which are compelling in England a thorough-going overhaul of the whole stock of educational pre-suppositions and objectives.

The Hadow Report marks the change, for it is a document of a new kind in English educational history. For, though it handles rather timorously the deep *social* changes which still influence so profoundly the currents of English education, it grasps firmly a fundamental *educational* principle and bases all its recommendations for administrative action on that.

While it may not appreciate all the consequences that may flow from its principle amid the still illogical and tradition-governed growths of English society and education, it does, nevertheless, set out from a clearly enunciated principle of general educational truth, and so is *scientific* in a way that earlier English official documents have not been.

The main issues to be faced are clear enough. Those of outstanding importance are:—

(a) The achievement of greater equality of educational (and therefore social) opportunity without impairing social unity, and without losing elements of unique educational value such as are embodied, for instance, in the practice and tradition of the great public schools.

(b) The adjustment and revision of educational means to the changed economic situation.

The first is more peculiarly English; the second represents a necessity that involves the whole world and is already bringing about far-reaching modifications of traditional educational theory. To a Dominion observer nothing is more striking in English education than the presence of two distinct series of schools corresponding to the less and the more privileged strata of the population. I have discussed elsewhere the contrast between this and the social forces that govern Dominion education. It is important in the present connexion because it raises the question of the place of the ancient public school in a system of national education that has become both truly one and thoroughly democratic in the best sense. Any levelling, unifying tendency that worked in the direction of merging the identity of the public school in a common secondary school would have to be resisted. The problem is rather that of breaking down the present exclusiveness by the devising of means whereby the *genuine* virtues of the public school (which would have to be carefully discriminated from adventitious social accretions) could be made freely communicable through the whole field of English education.

At present, the special social significance that, in England, attaches to the accidents of scholastic pedigree, is likely to constitute a serious barrier to real community of educational aim and spirit as between England and the Dominions. For, in the Dominions, there is no "education of a gentleman" in the technical privileged English sense, and the absence of it is profoundly significant of the Dominion outlook. But the friendliest critic of education and society in the Dominions would admit wholeheartedly that they have the liveliest need for that education of a gentleman in the more universal, moral sense of which the English public school, with all its shortcomings, still provides the best model for the imitation of British peoples.

FROM THE OTHER SIDE.

THE EXAMINER SPEAKS.

Much has been said lately of examinations—their drawbacks, their merits, their value; but always from the examiners' point of view. *Audi alteram partem*. What of the weary lot of the examiner himself, especially of the external examiner, and more especially of the mathematical examiner? Long are the hours which he spends poring over hundreds of papers, which appear at last, to his jaundiced eye, to vary only in degrees of badness. Not for him are the unexpected gems of thought that brighten the ways in classics or science or modern languages. Collections of howlers are common and joyful; but how many of these are mathematical? This most exacting of sciences is too austere for that; she cannot stoop to amuse, she does not condescend to explain. Just once in a way, perhaps, the illiterate outsider may be permitted to laugh at such a comprehensible mistake as "the price of the whisky works out at 2½d. a gallon" or "a litre of anything weighs a gramme."

But even for the mathematician our far-flung Empire supplies a little of the joy of life. The hardest heart or the highest wrangler softens to such names as Siman Appu W.W., or See Saw Yuoh (a lady), or Oh Ah Pe (a gentleman), and he notes with interest that the bearers of these exotic names sit cheek by jowl, in distant examination centres, with Mehmet Ali and Thomas Smith and Montague Moss. And here, authentic and beyond price, is a letter written on the final sheet of an all-too-scanty paper, handed in many hundreds of miles from the hand that corrected it:—

"Sir, I humbly beg of you, in the name of the 'Universal King,' to give me a pass in arithmetic. I am the eldest son of the family, my father has left me to bear the brunt of the family. If your Highness will do so, I will be very thankful and grateful to you. This is my weakest subject, and it I get a pass in arithmetic I am quiet certain I can get through the examination.

"(Sig.) — — —"

Well, we will not give away his "sig.": partly from kindness of heart and because we cannot read it—it ends in an Oriental flourish entirely baffling to the Occidental eye. It is gratifying to be raised even once to the rank of Highness: it is cruel to refuse a petition couched in such moving terms. But was it really true that a pass in arithmetic would have enabled the petitioner to bear the brunt of his family? Alas! he secured only four marks out of a possible hundred.

THE LETTER H.

By ANNE MEYRICK.

Two girls, aged about twelve or thirteen, were on their way home from school. By their caps I knew that they belonged to the endowed secondary school in our little country town. As we slowly climbed the hilly street I could, without effort, overhear a good deal of their conversation, which ran somewhat as follows:—

"'Ave you 'ad a Lat'n less'n yet?" (It was near the beginning of term.)

"No, not yet."

"Don't forget that we've got *two* French preps. for to-morrow. Silly, 'avin' two French lessons the same day, isn't it?" (There is an afternoon as well as a morning session.)

"Yes; we've got 'ist'ry, too. I like 'ist'ry, don't you?"

"Yes; but I like English best!"

The school of which these girls were pupils must be mainly fed from the elementary schools of the district, for there are only two very small private schools in the town, both for little children, one exclusively for those of the professional class who have not governesses at home, and none of the children of this class ever attend our grammar school—the fear of their acquiring a bad style of English speech being the main reason advanced for not sending them there. Most of the little girls and some boys of the other private school go later to cheap boarding schools. Therefore, I repeat, the majority of our grammar school pupils (there are no boarders) pass on to it from the elementary schools, though it has a small preparatory department. They are generally admitted at about the age of eleven, and then, as would appear from the conversation of these two girls, they embark upon two foreign languages, though they are evidently very imperfectly acquainted with their own.

I may be told, quite justly, that a chance conversation is not a fair means of judging their speech, that few of us are as careful as we should be when talking with our equals and contemporaries—and I admit the truth of this as far as slang and elisions go. But the dropping of the "h" falls into a different category. However ugly we may think the breathed "h," however ardently we may yearn for the day when, as in French and Italian, it may drop out of our language, it is at the present time an integral part of the word to which it belongs, and from bitter experience we know that it is, alas! only too apt to desert at critical moments

those who are not habitually trained in its use. In other words, the person who counts upon being able to use his aspirates on grand occasions only will find that these very occasions, when he is nervous and concerned about his speech, are just those when the "h" has a trick of disappearing, or, more awkward still, of cropping up at a wrong place.

Whether it is reasonable or not, the "h" is looked upon as *the* crucial test of ordinary good speech, and, though the self-made millionaire may drop his "h's" with impunity, a clerk, a Government employee, or a salesman in a superior business would never get a post if he lacked them. Here, then, is a cogent if rather base argument for training the child most carefully from its earliest school-days in the use of the "h" as at least one necessity of good speech. It will help him in many careers which should be open to him if he should later show a desire to follow them.

Supposing, however, that the elementary school authorities have failed to train him in the aspirate habit, is the grammar school to give it up as a bad job while devoting infinite care and trouble to his pronunciation of a foreign language? Does not this seem absurd? It is no excuse for slurring or omitting such training, though it may be true that it is easier for one who all through his childhood has been speaking his own language badly to acquire a good pronunciation in a new language than in the one he has so long misused. Yet for one occasion that he may find an opportunity for displaying his accomplishment in the foreign tongue must be counted the constant disability under which he must labour in his own country when brought into contact with the better educated. Is it not worth making any effort to spare our sensitive young people the pain and humiliation of the discovery that they dare not open their mouths in the presence of people often less well-informed or less able than themselves? The time devoted to speech training in the mother tongue, though much may be needed, will be well spent.

In London the improvement in the children's ordinary speech within the last twenty years is most marked. What is possible in unwieldy classes in the city should not be impossible in the smaller ones in country schools, whether elementary or secondary, and if the need for improvement were recognised the means of accomplishing it would certainly be found. The greatest barrier between class and class in England is not money or the lack of it—but speech.

EDUCATIONAL AIMS AND IDEALS.

Back to Aristotle !

BY ARTHUR HASLAM.

Two opposite complaints are daily being made. One is that present-day education is wasteful and useless; the other that the system in vogue when the middle-aged were at school supplied nothing that could afterwards be turned to account. But popular fault finding, of the kind that appears in the correspondence columns of the press, leads nowhere, simply because those who take part in it have not considered the all-important question of what education really is, and the purpose that it is meant to serve.

"Back to Aristotle" is a cry that needs to be raised in educational as well as in political matters. We may recognise the necessity of applying rather than adopting his ideas, and refusing to be bound by his narrow conception of citizenship; but we shall never advance on true lines until we think of education as he did as a preparation for fullness of human life. Aristotle had in view the life of "leisure" which was spent in public service. We take a wider and truer view, and regard all work as service to the community, and all men, whatever their occupation, as capable of citizenship; but, with all our wider and humaner outlook, have we risen to Aristotle's conception of education as a means of fostering completeness in life?

If there is good reason to go back to Aristotle, there is good reason, too, to go back to Erasmus. Indeed, the two men, allowing for difference of epochs, speak with much the same voice, certainly to the same purpose. Erasmus, quite as strongly as Aristotle, claims that service to the State is one of the main ends of men, and therefore of education. Both were also at one in taking a broad view of the kind of education required for "public life." Aristotle's outline, in spite of its incompleteness, gives the idea of a thorough grounding in "liberal studies" as the true foundation of political activity and political wisdom. If Erasmus does not speak at any length about "public life," in the narrower sense, he insists upon "action" as the end of education, and a due consciousness of obligation to the community as the highest aim. He longed to sweep away the "barbarism" of his age, and saw in the study of ancient literature, and particularly in the history and political writings of Greece and Rome, the remedy not only for superstition and ignorance, but for cruelty, reckless war, and bad government.

What Erasmus says on training for professions demands careful consideration to-day. The modern claim for early "vocational" education is really a relapse into that medieval training against which Erasmus, in the true spirit of the humanist, pro-

tested as being no true education at all. What he chiefly emphasises is that, whatever a man's vocation may be—churchman, theological student, landed proprietor, statesman—he would gain in efficiency in his own particular sphere by the possession of sound learning. Erasmus had no sympathy with people who urged in his day, as many do in ours, the sufficiency of "The University of Life." "Philosophy teaches us more in one year than our individual experience can teach in thirty, and its teaching carries none of the risks which the method of learning by experience of necessity brings with it."

Erasmus would have condemned unsparingly all schemes for schools arranged on "vocational" lines. He would have echoed all that Creighton said about the necessity of training the man before training the workman. "The utility of education can never be immediately apparent. Into whatever line of life a man goes, he must begin with apprenticeship. No educational training can be adapted to fit a boy immediately for any particular business or calling. We must first make him a man, and then we can make him a man of business."

We are only creating a false and mischievous antithesis in opposing "cultural" and "practical," "education for life" and "education for work." Life and life-work are inseparable. We are really most "practical" when we are thinking least of future occupations and concentrating on the enrichment of the mind. Though the demand for "practical education" is still being made, it seems as if we are to be saved from falling into the barbarism into which the utilitarian school would eventually plunge us, not so much by the lofty appeals of men of learning as by the discovery that is being made by great leaders of commerce that the one need of the day is men with trained minds, and that culture, in its true sense, can alone produce them.

In spite of popular opinion, the "academic man" has a much wider outlook than a man of commerce or "affairs." His very aloofness is an asset in training the rising generation, whether for business or for politics, because he lives in a clearer and calmer atmosphere than other men. His work is to instil great ideas, and, by teaching his pupils to think, to prevent them from being swept off their feet by the "Questions of the day." We shall only become really "practical" when we adopt the belief of the Greeks, that the philosopher was better fitted than any other man of his time to train youth for life and public service, just because he was a thinker, and "saw life steadily and saw it whole."

LETTERS FROM A YOUNG HEAD MASTER.

V. More Classroom Activities.

My dear H.,—What a pernickety, precise, matter-of-fact old thing you are! After the really beautiful letter I sent you, telling you heaps and heaps of what we were doing in school, to write back in your ironical fashion to say it was all very interesting; but you would still like to know what lessons (if any) were done in my school, and how they were conducted (if at all). All right; you shall have what you want.

Every morning (except Friday) a very large class meets at 9.30 a.m. for sheer hard grind at mental arithmetic. Good, solid, intensive work in adding, subtracting, multiplying, and dividing, done in squad-drill fashion, by numbers. No frills, no pretty-pretty problems on taps or tubs. And this is the manner of it.

The class assembles, sharpening its pencils as it moves to its seats. Monitors distribute cyclostyled sheets of sums and smaller slips of paper for the answers. The teacher calls "Are you ready?" and then (watch in hand), "Go!"

Forty papers flash over, and for four minutes or so there is tense silence. Then up goes a hand. "Finished, sir." A few seconds later, another; and so on. The teacher notes the names and the times.

At the end of five minutes precisely, "Pencils down!" comes the command. A vast sigh heaves across the room. "Change papers!" Forty papers change hands. "Fifteen, fourteen, twenty-nine. . . ." The answers are read through quickly. Then "Change back!" comes the word. "Fifteen, fourteen, twenty-nine. . . ." The owners are checking the marking.

"How many have sixty?" (The answers in each drill contain sixty digits.) "Fifty-nine, fifty-eight . . . forty-five to fifty . . . below thirty . . . Smith, time three minutes forty-nine seconds, bonus fourteen points . . . graph your results."

"I've beaten my own average, and the set average." "So've I." "Oh hang, I'm down two points. . . ." "All graphs done? Pass your papers along to the end; monitors collect, and give out the second drill. All ready?"

Two minutes for preparations, five for the drill, two for marking, five for graphing—the whole thing done in a quarter of an hour. Is that hard enough work for you? Can you do twenty-five addition sums involving sixty digits in five minutes—and get them all right?

What is the point of the drills, do I hear you say? What do we expect from them? 100 per

cent. accuracy, mechanical, habitual accuracy—with speed. We expect to relieve our boys from the necessity of thinking about elementary calculation. We expect to make the use of the first four rules as unconscious and easy as using one's legs for walking.

All our drills are built up on combinations of figures—the fundamental bonds. Each drill contains only one or two bonds, so that the same operation is repeated over and over again.

I've always contended that what was wrong with middle school maths. was not so much that the boys could not understand the mathematics as that they got in a hopeless fog over the calculation part of the business.

We follow the same plan in language teaching. You will hear each day and every day large classes chanting in chorus *la, ma, ta, sa, l'on, mon, ton, son, maçon, façon, passons*, building up pronunciation sound by sound. Dull? Of course it's dull, though to enliven the proceedings my language master makes up sentences for the youngsters—and he has the knack of making interesting sentences from words which contain the consonant or the vowel sound which is the subject of the drill.

And have we really got to the bottom of this mystery of *dull* work? Does a boy really hate dull work, if it's given to him at the right time, in the right quantity, and with a purpose he appreciates? I am afraid that, just as we impose so often on him our standards of interest, we protect him unnecessarily from much that *we* consider dull. My boys, so far as I can judge, like these drills.

Anyhow, that's the idea we are developing for all the essential things that must be learnt. It's all very much in embryo at present, but we are experimenting also with spelling drills and handwriting drills; it's possible we may get to history, geography, science drills—I don't know. But I can foresee a time when a portion—a small portion—of each day will be occupied in learning the things that must be learnt, and the rest of the day will be free for creative and research work.

The beauty of these drills is that they save so much time. A man can take a huge class for an arithmetic or a language drill, therefore, Q.E.D., another man can be taking a small class in work that demands—not is done better with, but *demands*—individual attention. Now do you see why I organised my school in sets of ten, and not in teacher units—commonly called classes or forms?

Now I'm interested to know what your objections to this kind of work will be.

Yours ever,
G. S.

HISTORY TEACHING REBORN.

BY FREDERICK J. GOULD.

V.

Keeping kings and "the proud" subordinate, I sketch the Early Age of Britain, and onwards to about 1300, leaving the age 1300 to 1929 to the sixth and last outline.

TO ABOUT 400 A.D.

1. *Human Geography, &c.*—Migrations by land and sea. Hunting. Forests, pastures. Periods of Stone, Bronze, Iron. Touch with Egypt. Dog, horse, cattle, pig, sheep, goat, poultry, bees, corn, flax, beech, cherry.

2. *Industry.*—Lake and cave dwellings: beehive huts. Wookey Hole. Weaving; horn, bone. A few roads; wheeled vehicles; coracles. Money (cattle, iron bars).

3. *Fine Arts.*—Cave drawings (with glimpses of Continental). Articles of gold, amber, jet, ivory, shell, bronze; metal mirrors; pottery, Bardic music (with glance at Welsh Eisteddfods). Some of the older tales of the Mabinogion (and add Irish).

4. *Science.*—Romans would introduce ideas of calendar; weights, measures, arithmetic.

5. *Social Life.*—Tribes, chiefs, slaves. Keltic laws. Picturesque views, aided by story and legend, of the faiths—Druid, Jewish, New Testament, Mithraic (of Roman soldiers), &c. Keltic folk-lore. Pytheas the voyager. Story-life of Julius Caesar and of Agricola (given by Tacitus).

FROM 400 TO ABOUT 1300.

1. *Human Geography, &c.*—Communal tilling of fields. Domesday Book notes on farms, mills, animals. Value of forests and "wastes" for food and timber. Influence of forest life (Robin Hood legends; Shakespeare's forests). Flax, onions, cabbage. Honey largely consumed. Crusades stimulate trade in cotton, spices, sugar, lemons, silk, &c. Herring a vital food. Salt a great necessity; supply imperfect.

2. *Industry.*—Spinning-wheel (and folk-lore). Wool and cloth. Village industries; blacksmith, &c. (Weyland the Smith legends.) Town guilds, craft and merchant. Fairs important; markets. Shipping, from Viking and Norman to Medieval merchant. Hansa traders. Some notice might here be taken of old Scottish songs which accompanied the labour of reaping, threshing, spinning, weaving, rowing, kneading dough, milking, &c. In this industrial field notes on weights and measures should link with quite simple arithmetic exercises (three barleycorns laid lengthwise equal one inch; twenty-four wheat grains equal one pennyweight, &c.; and cloth, nails, yards, ells).

3. *Fine Arts.*—Beowulf and Caedmon poems; Mabinogion tales; Arthur legends. Miracle-plays and associated Bible stories. Minstrels, Popular songs and dances. Bells. Organ. Singing (unison, latterly in three parts). Missals. Houses, castles, churches, cathedrals; church statuary, church windows, and associated Bible and saints-legends. Carvings in wood and ivory. Tapestry. Costume. Gardening. Arched bridges, &c.

4. *Science.*—Early clocks. Medical herbal lore. Elder scholars might be interested in a simple outline of the "Seven Ascents" of the stairway of Medieval learning—grammar, rhetoric, logic, music, astronomy, geometry, arithmetic. Anecdotal notices of Roger Bacon and alchemists.

5. *Social Life.*—In the political aspect, it suffices to note the release of England, by Norman discipline, from Anglo-Saxon confusions, and (through the Great Charter's check on royalty and the rise of royalty above Church-power and baron-power) the slow passage towards Parliaments and towards the full union with Wales and Scotland. Serfdom. Towns and guilds. Law courts, juries, ordeals. "Truce of God" (eleventh century). Church building as a social centre (wills signed, slaves freed, sanctuary afforded, gild services, &c.); festivals, parishes well marked out. Universities begin. Lazar-houses; knights - hospitallers. Modern English language arises (simple etymological hints can be given, e.g. "saunter" equals to go on slow pilgrimage in the "Sainte Terre," &c.). Forms of money; use of coinage extending.

On the side of biography (and, as before, legend), in addition to the references already furnished, we may include all the popular anecdotes (Alfred and the Cakes; White Ship, &c.), but linked with general social life, and not with the dull old tables of kings; Scandinavian sagas; legend of the Irish Brendan and (Tennyson's) Maeldune, to illustrate seafaring; Arabian Nights' Entertainments; story-life of Mohammed; stories of St. Benedict and Benedictines, St. Francis and Franciscans (Greyfriars), Bede, Aidan, Boniface, Columba, Patrick, Bridget; Alfred, William I, Richard Lion-heart, Llewellyn, Wallace, Bruce; the Faust legend.

I strongly suspect that, embedded in medieval literature, scholarly research will yet reveal many more anecdotal items of biography and social illustration than the conventional history books have hitherto afforded. It is a happy sign that a vast deal more of such material is available for young learners than was the case a century ago.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

V.

Verse Writing (continued).

Whether or not all creative work begins by an imitative process, certainly in its educational aspect the imitative factor is used, confessedly or not. Robert Louis Stevenson frankly set himself to imitative renderings of essays, now in the style of Addison, now of Macaulay. Mr. Jack Squire made many such imitations in verse. His volumes of parodies, especially his "Tricks of the Trade," are full of material, both suggestive and corrective, for a teacher who is not still in the fog that joins and separates sentiment and sentimentalism.

But imitating, though it is a gateway to creative work, may be its grave. A parodist who stays at parody too long, as perhaps did Charles Stuart Calverley, closes upon himself the more Elysian of these fields. But since in education we are concerned only with early stages, only with training, this fear is not for us.

The value of imitative work is in the training it gives in technique. The effort directs attention to the method by which the artist got his effects. For art is not pure naturalness expressing itself. If you care to use the word, it is artifice, directed, brought under a rule and a way. If mute, inglorious Miltons often thought as Milton did—which is likely enough, though Ruskin seems to have doubted it—yet until they had achieved Milton's power of expression, his command over the technique of verse-writing, they were mute, and hence not Miltons.

Consider these lines :—

"The sounding seas abaft our beam
Did strike our staggering ship."

Coleridge, of course—"The Ancient Mariner." Yet one does not recall the lines. It is not Coleridge, but a deliberate imitation of the technique of his "Ancient Mariner" style. Yet to make it, one must examine that style closely, and master its "tricks of the trade." For we are not concerned, in teaching of this sort, with the soul of poetry. That we can reveal by better methods.

For an exquisite example, read Mr. Squire's re-writing of :—

"O for the touch of a vanished hand,
And the sound of a voice that is stilled"

in the style of Pope—

"Nor may the pow'rs of infants that rejoice
Restore the accents of a former voice,
Nor the bright smiles of ocean's nymphs
command
The pleasing contact of a vanished hand."

One must know his Pope, one must have read, *and have listened to*, both eighteenth- and nineteenth-century verse very closely to make such echoes. In noticing and listening, one becomes to some extent a craftsman; and art includes, must include, craftsmanship.

Here are some verses written by a boy of thirteen :—

THE PIRATE.

If I were a pirate
Brave and bold
I would not do
As I was told.
I'd sail the seas
In a little boat,
Take your money
And cut your throat;
Knock down masts,
Tear up sails,
Pick up outcasts,
And rob the mails.
I'd hang a captain by the toes,
Put a cap upon his nose,
Fill his mouth with cannon shot,
Give him mustard because it's hot.
When the wind stopped
And there wasn't a breeze
I'd give him pepper
To make him sneeze.

There is a natural boyishness here; the source that is imitated may be left to the reader's guessing. But, more usually, the tendency to imitate or to parody is more marked, as in the examples that follow. The first and the second are by boys, in each case about twelve years of age. The third and the fourth are fragments from verses by a boy of about fourteen years. These two have one marked feature—they show the writer's delight in a newly discovered power to make rhythmic measures.

THE MERMAID.

The mermaid sat upon the rocks
All day long,
Admiring her beauty and combing her locks
And singing a mermaid's song.
And hear the mermaid's song you may
As sure as sure can be,
If you will but follow the sun all day
And fall with him into the sea.

ANOTHER ODE TO THE NORTH-EAST WIND.

Oh, thou wild North-easter!
No wonder we all see
Odes to every zephyr,
Only growls for thee.

Think of our brave sailors
 Standing on the decks,
 And you, you *wild* North-easter,
 Blowing down their necks.
 Think of our poor home-folk !
 I think it is not meet
 To give them colds all over,
 And chilblains on their feet.

Here are two other efforts which name themselves :

Come, sing me a tune to the glories of June,
 As I dance 'neath the moon to the lilt of a song.
 Oh, there's nothing so fair in the world anywhere,
 That can ever compare to Old England in June.

There's a little wireless cabin just behind the
 garden wall,
 Where I wander when there's nothing else to do,
 And I used to sit and listen when the night began
 to fall

To the wireless down in Spain or Timbuctoo.

That these boys will never become "poets" is a matter of very high degree of probability. But it is also a matter of a very high degree of irrelevance. We are not here seeking to manufacture nor to discover poets, but only saying : "Here are gardens." To disclose an open garden is to add to the sum of life.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

May, 1849.—*Teachers should be Trained.*

"It would be rational to conclude that if training and special preparation have been found necessary in the case of the National Schoolmaster, training and special preparation, in a still higher degree, would be deemed requisite for those who are destined to undertake offices far more complicated and extensive than those which fall to his lot; and yet we find, practically, that college tutors, masters of grammar schools, and private school masters are most commonly men who have received neither. Learning, or the presumption of it, as conveyed by a university degree, being deemed in their case sufficient evidence of ability to teach and to regulate a school.

"It would not be difficult to name many tutors of colleges at both universities who have been constituted such at twenty-two or twenty-three years of age, without any previous experience in the art of teaching; masters of grammar schools and principals of proprietary colleges who have received their appointments solely in consequence of their position in the class-lists of the universities, and who were utterly inexperienced in and ignorant of the art of teaching. The evils resulting from this strange anomaly appear in the disorders of our universities, the inefficiency of our grammar schools, and the low tone of education throughout society."

COLLEGE OF PRECEPTORS.

Presentation of Diplomas.

An interesting little ceremony took place after the half-yearly general meeting of the College of Preceptors on March 22. This was the formal presentation of diplomas to candidates who were successful in the recent examinations held by the College for Diploma of Associate (A.C.P.) and of Licentiate (L.C.P.). The conditions for entry to these examinations have been widened by the Council, with the general aim of making the Diplomas directly professional. Graduates and persons holding the A.C.P. Diploma may enter for the L.C.P., and persons qualified for registration by the T.R.C. may take the Associate examination; and in both cases the examination is in the principles and practice of teaching and not in academic subjects. Nearly 300 candidates were examined in January and 198 passed. Of these, some thirty, who are living in or near London, attended the ceremony.

The Dean of the College, in the unavoidable absence of the President, Sir Philip Magnus, handed the Diplomas to the recipients. In a preliminary address he expressed the gratification of the Council of the College at the success of their endeavour to extend the usefulness of the College Diplomas for teachers, and congratulated those who had obtained them. They were evidence of serious study by teachers who are at work in schools of the principles of their profession. The syllabus and the examination upon it demanded a large amount of reading and of reflection, as well as experience in teaching. No one could hope to pass the tests successfully upon mere empirical acquaintance with the work of teaching in school. A body of professional men and women like teachers could but be commended if they study the principles that lie at the base of education, with which they are daily concerned. It was the fashion in some quarters to despise the theory of education as being of little use in the rough-and-tumble of school work. The College made no claim that the study they suggested would be of immediate use in the emergencies of the classroom. But the careful investigation of what lies behind all empirical action, and the thoughtful study of principles, the College would urge, must contribute to strengthen the whole outlook of the teacher and fit him the better to deal with problems as they arise. Teaching should be a learned profession, not only in the sense that teachers should be learned in the subjects they teach, but learned in those wide regions of philosophy, psychology, and history upon which any consistent and logical practice of teaching must depend.

“AN OLD FRIEND IN NEW CLOTHING.”

By W. F. M.

A Boy's Dramatic Version of a Scripture Story.

The problem was: How to deal with a subject that everybody knew already? A junior form in a northern secondary school are taking for Scripture the early stories of the Old Testament, and in due course we came to the story of Jacob and Esau (Genesis xxvii.). We decided to turn it into a play. First we discussed the story, and then, with our Shakespeare selection as guide, we discussed the structure of a play—title, scenes, characters, stage directions. The teacher faded into the background, emerging only to make reluctant suggestions when required. Most of the writers showed a lively realisation of the dramatic force of the story. Here are some of the titles: “The Stolen Blessing,” “A Wolf in Goat's Clothing,” “The Fraud,” “Jacob's Deceit”; and some of the stage directions: “Exit Esau with bow and thanks,” “Enter Esau with hairy arms,” “Isaac, old and sand-blind.” One writer wrote a whole scene in which no word was spoken—reminding one of John Galsworthy's “Justice”—to describe Esau's hunting. The writer of the play printed below is about thirteen years old. But for a few insignificant corrections her work is given without alteration.

THE FAKE BLESSING.

Characters:

- ISAAC, an old man.
- REBEKAH, his wife.
- JACOB and ESAU, their two sons.
- Servants, &c.

SCENE I.

(The country, ISAAC'S tent. ISAAC lying on a couch and REBEKAH outside the tent weaving.)

ISAAC (*speaking to the servant*). Go; bring my son.

SERVANT. Yes, sir.

[*Exit; a pause.*]

(*Enter ESAU.*)

ESAU. You did send for me, father?

ISAAC. Yes, Esau, in order to give you my blessing before I die.

(REBEKAH, outside the tent, hears ISAAC talking earnestly to ESAU and becomes suspicious. Jumping up, she listens intently to ISAAC'S speech and, hearing that ISAAC intends to give ESAU his blessing, she becomes jealous and is determined to have JACOB, her favourite son, blessed.)

ISAAC (*speaking to ESAU*). Go into the woods, take your quiver and bow and get me some venison. Then bring it back and make it into a savoury meat in order that I may bless you.

ESAU. I will be as quick as I can, father.

[*Exit.*]

(*When ESAU disappears REBEKAH calls JACOB.*)

(*Enter JACOB, who has been in the fields.*)

REBEKAH. I have just found out that Isaac your father is going to bless your brother Esau, and I have made up my mind that you are going to be blessed instead of him.

JACOB (*in astonishment*). But how can we manage to deceive Isaac? It will be a very hard task because Esau is a hairy man and I have a smooth skin.

REBEKAH (*cunningly*). I will see to that difficulty. Obey me and you shall have your blessing. Go into the fields to the flocks and fetch me two kids of the goats so that I can make a savoury meat.

JACOB (*in a complaining voice*). But my father will become suspicious and will feel my arms because he will instantly recognise my voice.

REBEKAH. Do as I command; all will be well. (*JACOB goes out in order to bring the kids; a pause.*)

SCENE II.

(*ISAAC'S tent. REBEKAH awaits the return of JACOB inside the tent. JACOB appears and goes into the tent carrying the food.*)

REBEKAH. Now I will make a savoury meat such as your father likes.

(*After a few minutes the meat is ready.*)

ESAU. What am I to do now?

(*REBEKAH disguises JACOB cleverly so that he has the skin of ESAU but still the voice of JACOB.*)

REBEKAH. All is ready now; don't be nervous. Esau is still in the wood, and won't be back for some time.

SCENE III.

(*JACOB enters into another part of the tent, where ISAAC is waiting patiently for ESAU'S return.*)

ISAAC. So you have made me the savoury meat, Esau. You have been very quick in bringing it; I have not had long to wait.

JACOB. The venison was easily got and I did not waste any time in completing my task.

ISAAC. Come nearer. I am just wondering if you are really my son Esau; or is it Jacob?

(JACOB advances nearer to ISAAC rather unwillingly, and looking half afraid.)

ISAAC (after feeling the hands and arms of JACOB). You have the voice of Jacob but the hands of Esau. Well, I suppose you are Esau. I hope no one is deceiving me, because this blessing is a very important matter and I do want my son to be blessed.

(After eating his savoury meat ISAAC gets ready to bless JACOB.)

ISAAC. Come, my son; kiss me.

(JACOB kisses ISAAC.)

ISAAC. The voice is the voice of Jacob but the hand is the hand of Esau. May God give you the dew of heaven, the fatness of the earth, and plenty of corn and wine. Let the people serve you, and may nations bow down to you; and blessed be he who blesseth you.

[A pause; Exit JACOB.]

SCENE IV.

(ESAU appears from the wood and comes into the tent, bringing with him the provisions in order to make a savoury meat as fast as he can. He brings it to his father. ISAAC, hearing someone approaching, listens intently with a look of wonder on his face.)

ISAAC (speaking to the newcomer sharply). Who are you?

ESAU (looking at his father, wondering why he asks such a question). I am your son Esau, and have brought the venison so that you may eat and afterwards bless me.

ISAAC (starting up from his couch with a cry, trembling greatly in anger; speaks in a low voice). Where is the person who has deceived me, who brought me venison and I have eaten it? I have blessed him and all people will serve him; nations will bow down to him. He will have plenty of corn and wine.

(He sinks back on the couch exhausted.)

ESAU (cries out exceedingly when he hears what ISAAC says.) Bless me, even me also, O my father.

(He says it, looking pleadingly at ISAAC.)

ISAAC (angrily). Your brother has deceived me, and took the blessing that belonged to you. Oh, how can I have been so foolish and given the blessing to the wrong son?

ESAU. He took away my birthright and now he has taken away my blessing.

ISAAC. I have made him your lord, and have

given him my servants, and you, Esau, will have to bow down to him.

ESAU (looking pleadingly at his father, holding out his hand). Surely you have one blessing for me. Bless me. (He weeps sorrowfully.)

ISAAC (answers him, shaking slightly because of the shock). You shall have the fatness of the earth and the dew of heaven from above. By your sword you will live, but you must serve your brother, and in time you will become as great a man as your brother.

(A pause.)

ESAU (with an angry expression on his face, making him look fierce). I will slay my brother the moment I find him, and the days of mourning will be near at hand for my father.

(REBEKAH, who is hidden listening to what ESAU is saying, hurries to find JACOB in order to tell him. After a few minutes REBEKAH finds JACOB and hastily tells him.)

REBEKAH. Be as quick as you can and get together your provisions and fly to my brother Laban in Haran. Stop there until I send you word that you will be able to come back. I will do so when your brother's anger has died down and he has forgotten what you have done to him.

(JACOB gets ready and hurries away as fast as he can.)

CURTAIN FALLS.

Summer School of Spanish.

The tenth annual Summer School of Spanish, organised by the University of Liverpool, will meet at Santander, North Spain, from August 3 to 30. A Preliminary Course, for those who desire it, will be held from July 17 to 30. The success of the School last summer, when over eighty members attended it, has made it possible this year to grade the members in three divisions—elementary, intermediate, and advanced. The instruction is given mainly in the mornings, so leaving time for excursions, social meetings, &c., which, together with special lectures delivered in Spanish, are organised in connexion with the Colegio Mayor of the University of Valladolid. A new feature of the School in 1929 will be the first awards of the annual Certificate of Spanish Studies, which will be given by examination at the end of the School in two grades—elementary and advanced. Full particulars, both of the School and of the Certificate, are available from the Secretary, Summer School of Spanish, University of Liverpool.

PHYSICAL EDUCATION IN U.S.A.

BY JAMES EDWARD ROGERS, President of the Department of School Health and Physical Education of the National Education Association of U.S.A.

[In the following article will be found an interesting account of recent developments in physical training in U.S.A].

During the past decade no subject in the school curriculum has received more attention and support than physical education.

The National Education Association Committee, in setting forth the seven main principles of general education, gave first place to sound health. The facts and statistics which follow show how we are beginning to apprehend the obligation to train our children in health and neuro-muscular skills, so that they may be prepared not only to make a living, but to live a life. We now believe that we must learn to live as well as live to learn. Although the statements below show the rapid development of physical education since 1918, it must be remembered that it is one of the oldest of subjects. To the Greeks it was the curriculum; gymnastics and rhythmic formed 90 per cent. of the subject-matter and training of the Athenian youth.

To conduct a well developed programme in health and physical education, including play, recreation, and sports, adequate space and facilities must be provided. One of the outstanding facts during the past ten years is the growth in the size and number of playgrounds, athletic fields, gymnasiums, swimming pools, and other indoor and outdoor facilities. Practically no junior or senior high school with an enrolment of four hundred students or more is being erected without both a gymnasium and an athletic field. The following are examples:—

In Des Moines, Iowa, a city of about 150,000, the elementary school has a special gymnasium and large ample playground facilities.

In Providence, R.I., the new elementary schools being built have two gymnasiums, one for the boys and one for the girls. Some of the old elementary schools are being remodelled with two gymnasiums.

In the junior high schools of Des Moines there are two large gymnasiums, one for the boys and girls, and these may be divided into two parts, making four gymnasiums, this being necessary because, in Des Moines, every boy and girl in the junior high school has a sixty-minute period of health and physical education, and the enrolment of the school usually is 1500. The cities that have unusually large gymnasiums and excellent bathing facilities in the junior high school are now numerous.

Practically no senior high school of any size is being built without ample gymnasium facilities. However, special mention should be made of the senior high schools of Newton, Massachusetts, Harrisburg, Pa., Los Angeles, California, Joliet, Illinois, and Detroit, Michigan. The gymnasiums of

the Joliet Township High School are finer in every detail than those of most of our large universities. One superintendent of schools in the East contemplates building seven gymnasiums for a high school enrolment of five thousand—three separate small gymnasiums and one large gymnasium that can be divided into four parts.

Most of the junior and senior high schools of the country are being provided with up-to-date, well lighted, well ventilated shower and locker rooms with the best material. Many of them are also being provided with swimming pools. The junior high schools of Trenton, N.J., Des Moines, Iowa, Rochester, New York, have excellent pools.

Less than five years ago in Harrisburg, that capital city of a congested industrial State, the two high schools were situated in the congested area without a foot of play or athletic space. To-day they are on the edge of the town, one having forty-eight acres with a small lake for winter sports, the other thirty-eight acres. This is typical of what is happening over the country. High schools are not being built in the centre of towns where the land is costly and where it is impossible to get play and sport areas. In Bay City, Michigan, years ago, the Board of Education were wise when they moved their high school out to the edge of town with many acres around it, not only for the high school but for the athletic stadium. This was accomplished in spite of the fact that real estate and business men wanted the school in the centre of town.

It can almost be said that the outdoor area standards laid down by Strayer and Engelhardt are being translated into realities. Those standards are:—

A one room rural school should have a minimum of 2 acres.

A two room rural school should have a minimum of 3 acres.

A three room rural school should have a minimum of 4 acres.

A consolidated school not less than 10 acres.

A junior high school 8 to 12 acres.

A senior high school 12 acres or more.

The N.E.A. recommendation of a minimum 150 square foot play area per child is now almost a fact in many communities. In fact, many towns and cities have some schools with play areas of over 300 square foot per child.

Given adequate and well-equipped indoor and outdoor facilities, the next need is ample time to con-

duct a well-rounded and balanced programme. Here, again, progress is seen. In Providence, R.I., and Des Moines, Iowa, and many other cities, the elementary schools provide thirty minutes per day, this time not including the ten minutes of recess and the four two-minute relief drills in the classroom. The average over the country is twenty minutes per day for health and physical education, not counting recess nor play periods.

There are some cities that give even more time to health and physical education in the elementary schools. For instance, Buffalo, New York, has four fifty-minute periods, or two hundred minutes per week. Rochester, New York, has a high standard. The Director of Health Education in that city reports that in Grades 4 to 8 of the elementary schools, 245 minutes per week are devoted to physical training. There are after-school recreational clubs for boys and girls in all elementary schools.

Many junior high schools average four periods per week: three for activity programmes, and one period per week for health and safety education. Some cities give a daily sixty-minute period.

The time allotment in senior high schools is steadily increasing. Some cities give four sixty-minute periods; others three seventy-five minute periods; others five forty-five-minute periods during the week.

The National Education Association Department of Superintendence Year-Book for 1928 recommends that a daily sixty-minute period for both junior and senior high schools be assigned to health and physical education.

The personnel is both increasing and improving. In the last five years a number of States announced as high as 300 per cent. increase in the number of special teachers employed as health and physical educators. Massachusetts shows an increase in the teaching staff of two hundred and one special teachers in 1922 to four hundred and ninety in 1927. West Virginia's increase in the same years is over 400 per cent.

Not only has there been progress in facilities, in time allotment, and in personnel, but teacher training has greatly improved. State teacher certification requirements are much higher. To teach physical education in the high schools of California means having a Master's Degree, five years of university training. The majority of the physical education teachers are taking degree courses. Normal schools are increasing their training departments from two to three and four year courses.

Thirty-five States have compulsory physical education laws, twenty-nine have State programmes, and nineteen have State departments, with staff, programme, and budget. No other subject in the curriculum has had such widespread legislative recognition.

THE CLICK BEETLE.

Many persons who recognise the wireworm as an obnoxious pest do not suspect its intimate connexion with the click beetle. Yet, undoubtedly, it is the child of one beetle, and may well be the parent of others. As a beetle, the insect is known for its method of regaining its footing when it chances to fall on its back.

Like other insects, its body consists of a number of rings, and one of these, bearing the front pair of legs, finishes underneath in a dagger point, which is known as the "mucro," and fits into a groove between the middle legs. To regain its footing, the beetle bends its body to rest on the back of the head and the tail end, which raises the mucro out of its groove; and then snaps it back, which jerks the body into the air, repeating the action rapidly, or at intervals, till the footing is regained. Apart from this energetic habit, the beetle is sluggish like most vegetarian insects.

The egg of the wireworm is laid underground, probably on the root of some vegetable. When hatched, it grows into a stiff, round larva, appropriately named, and hard enough to be unhurt by the weight of a roller passing over its earthy residence.

For four or five years it lives destructively on various roots, frequently on those of useful vegetables, eating from one plant and leaving it to feast on others.

When it has made its full growth and is ready for its change to the perfect form, it builds a cocoon like a lump of earth and, inside it, changes to a pupa, emerging as a beetle in about three weeks, or not before the spring should it cocoon in late autumn.

There are several species of these beetles, equally destructive. *Agriotes lineatus* is known as the striped click beetle, and measures about half an inch, as does *Athous ruficaudis*. *Athous haemorrhoidalis* is brown and smaller.

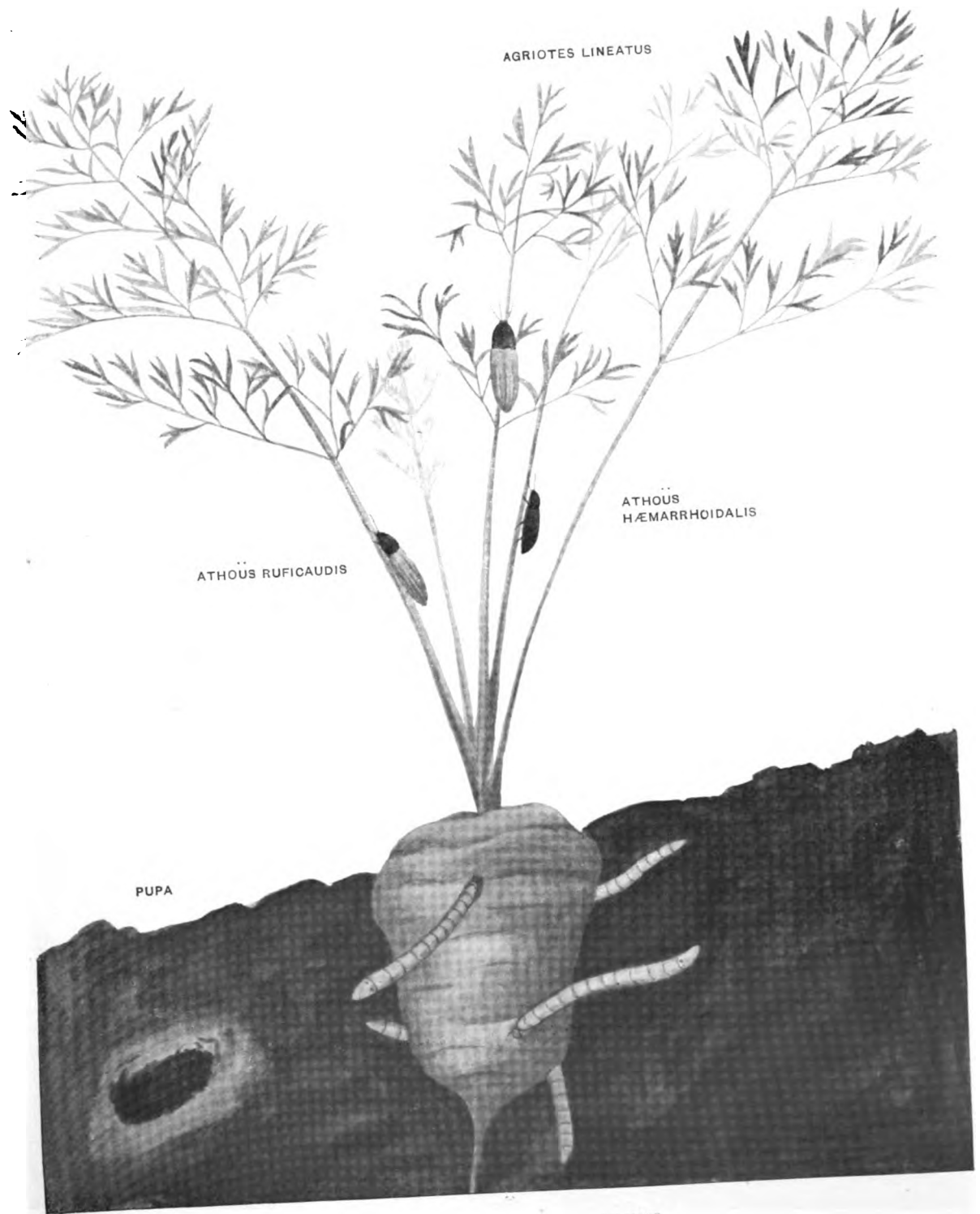
The wireworm will not eat the root of the mustard, which is so injurious to it that a crop of mustard is sometimes grown and dug into the ground to check the increase of the pest.

Click beetles are rather long and narrow, and have the habit of sitting lengthways along the stalks of grass, where they are inconspicuous.

The best defence against the ravages of this pest is the appetite of such birds as the starling and the thrush, who search diligently over the surface of the earth, especially when it has been turned over recently. On grassland, too, they will thrust in their beaks for prey, as if they could hear the wanderers below or had some wireless knowledge of them.

M. L. BROOKE.

THE "EDUCATION OUTLOOK" PICTURES



CLICK BEETLES OR WIREWORMS

Drawn by Winifred Brooke



SECONDARY SCHOOL REGULATIONS.

The Regulations for Secondary Schools have been revised and the draft is now before Parliament. There are still twenty-seven articles, a pleasant change from the old style of nine chapters and sixty articles, which disappeared with the departure of the 1922 Regulations, but a comparison with the 1926 issue will show that some change has been made. The old paragraph 11 has gone; there is now no reference to the requirement that salary scales "must be in conformity with the Burnham Award of the 27th March, 1925." By the time the regulations are revised again the salaries question may have been settled differently. In order, however, that the "Teaching Staff" sections may still be Nos. 9 to 12 the old No. 12, with its two sub-paragraphs, has been printed as two.

The Burnham Scales have their influence, for an important change has been made in Article 17. The grant to non-provided secondary schools "on account of each pupil between eleven and eighteen years of age at the beginning of the school year" will in future be £9 instead of £7. The smaller figure is to be retained where a payment in respect of the tuition fee of a pupil is made by an Authority. Why this increase? The answer is to be found in the Board's accompanying Circular No. 1401. Since 1917, when the £7 limit was introduced, the Burnham Scales of Salary have thrown a heavy additional burden on the schools concerned. The Board therefore consider "the time has come to increase the grants payable to schools which have not elected hitherto, and do not in the future elect, to cease to receive direct grants from the Board." (In Wales and Monmouthshire the £8 for each pupil between twelve and eighteen now becomes £10.)

This additional grant will not be made in respect of pupils whose fees are paid wholly or in part by local education authorities. For the Board already pay grant to local authorities in respect of their expenditure on payment of fees of pupils at schools in receipt of direct grant. Nor will it be open to governors who have elected to cease to receive direct grant to change their minds on the matter in order to participate in the increased grants. Also there is another school which will receive no benefit from the change. Under Article 25 the Board may make a deduction from the grant if the requirements of the Regulations are not fulfilled—for instance, No. 15, concerning Free Places, and certain of the rules in the Schedule (there is

only one Schedule now), governing non-provided and charitable Trust Schools. For such schools in receipt of restricted grant the £7 (£8 for Welsh schools) of Article 17 has hitherto been reduced to £4. 10s. No corresponding increase in this figure has been made. So long as they continue eligible for grant at all the smaller sum will hold.

First Examinations and Forms.

The Circular refers to another change made in the Regulations. Under No. 8 (b) of the Regulations still in force, "except with the concurrence of the Board, a pupil may only be entered for a First Examination as one of a form so entered and without charge" ("only" ought to shift its position). The charge to the pupil is still forbidden, but the rest of the rule is gone. In 1911 the Consultative Committee on Examinations in their report said: "The Examination should not be concerned only with picked pupils. The whole class should be presented. In no other way is it possible to judge fairly of the work of the school as a whole or to ensure that the 'tail' of a class shall receive the proper amount of attention." As long ago as 1914 this recommendation was adopted and Circular 849 of that year said: "The form and not the pupil will be the unit for examination, and it is contemplated that a large proportion of the pupils in the form should be able to satisfy the test." In the Regulations for 1922 entry by forms was still the rule, the reason being that such entry avoided any "serious dislocation of the work of the school." The current Regulations (1926) require the "concurrence of the Board," if the rule is to be waived. Though the rule and the exception are both to go after August, the Board "have not changed their view as to the general soundness of the recommendation of the Consultative Committee in 1911," but they feel that "the time has come when provisionally and as an experiment the specific requirement of the Regulation may be waived." There have been complaints about the working of the rule, and it will be interesting to watch the effect of its removal. The practice of presenting a whole form for a First Examination has not, of course, been confined to schools constrained thereto by being on the Grant List. The principle that the Examination is a test not of picked pupils, but of pupils "of reasonable industry and ordinary intelligence in an efficient secondary school" has been generally accepted. The Board think this conception of its purpose should be maintained, and they rely on school authorities to take steps to ensure that attention is not concentrated unduly on pupils to be entered for the examination to the neglect of those who are thought likely to fail if presented.

THE NATIONAL UNION OF TEACHERS.

Our N.U.T. Correspondent writes :—

The Easter Conference of the National Union, although not by any means "lively," will be remembered for the thoroughness of its debates, the visit of Mr. Lloyd George, and the election of a woman—Mrs. L. Manning—as Vice-President. The visit of Mr. Lloyd George had, of course, no political significance. It happened that the Conference town—Llandudno—was in his constituency and that he accepted the invitation always given to M.P.'s for the district in which the Conference is held to attend and speak at the opening ceremony. He had a very large audience, was accorded an enthusiastic welcome, and gave a most inspiring address.

Education of "the 11+" Child.

The most debated motion on the agenda paper for public sessions was moved, on behalf of the Executive, by Mr. W. Hill, ex-President. It welcomed the facilities for post-primary education under reorganisation schemes, but expressed regret at failure to give effect to some of the major recommendations of the Hadow Report. The debate ran into two sessions, several amendments were proposed and defeated, but in the end the motion as submitted was adopted. During the debate it was apparent that great uneasiness exists about the future status of the junior school, the position of the teacher, and the wisdom of establishing selective central schools. Also there was evidence that not a few teachers think it would be better, where possible, to organise "higher tops" in existing large schools than to organise distinct and separate "senior schools." However, the policy of the Executive prevailed.

Right of Entry.

The debate on the Executive's motion in opposition to any "Right of Entry" into Council schools was notable for an attempt, by amendment, to get the Conference to pronounce itself in favour of the "secular solution." Mr. Mander stated the Union's case against "Right of Entry," and Mr. W. D. Bentliff, Hon. Treasurer, and Mrs. Manning, ex-President, opposed the amendment. The response to the Treasurer's appeal to stand by the compromise and to have nothing to do with a proposal which would entirely remove religious instruction from the schools made it evident that the amendment was doomed. On being put to the vote it was defeated by an overwhelming majority. That the "secular solution" should have been submitted at all is a warning to those who are even now willing to disturb the compromise by seeking to extend existing facilities for sectarian religious in-

struction. The teacher knows that, whatever the nominal safeguards may be, sectarian teaching means Tests for Teachers, and he doesn't like them.

Constitution of the Executive.

The proposal, by the Executive, to make provision by rule for the inclusion on the Executive of two representatives of teachers engaged in higher education was again debated at the Conference and again rejected. The reason urged against the proposal was that if one section of teachers is to be specially catered for other sections will clamour for special representation. Conference was of opinion that all candidates for the Executive must seek the votes of the general electorate. There was sharp division of opinion. The motion was heavily defeated on a show of hands, but on a card vote the numbers were:—For, 32,881; against, 43,555.

The new policy of the Board of Education in dealing with cases which may involve the withdrawal of the teachers' certificate was outlined to the Conference and accepted as satisfactory. The Union will not now continue to press for an "Appeals Tribunal."

The following changes in the personnel of the Executive have been made as a result of the elections:—Miss I. Haswell has replaced Mr. Beaton; Miss A. A. Scorrer returns in place of Mr. F. Barraclough (retired); Mr. F. R. Bassett replaces Mr. G. H. Barker. Mr. T. H. Jones (London) defeated Mr. C. F. Vernon (Finchley) in the contest for the position of Examiner of Accounts. There are now seven women members of the Executive.

Travelling Scholars.

The annual Walter Hines Page Travelling Scholarship of the English Speaking Union has been awarded to Miss Agnes Ballance Brown, B.A., Senior English Mistress at the Roundhay High School, Leeds; the two special Scholarships, placed at the disposal of the Union by the Assistant Mistresses' Association and the Association of Teachers of Domestic Subjects, have been awarded to Miss Mary Sybil Smith, Ph.D., assistant at the North London Collegiate School, and Miss Margaret Kaye, of the Domestic Department at Clowelly-Kepplestone School, Meads, Eastbourne, and the Chautauqua Summer School Scholarships to Miss Winifred Colliss, Head Mistress of the Heath Council Infants' and Junior School, Chesterfield, and Miss Elizabeth May Peet, M.A., Senior English Mistress at the West Ham High School.

LEGAL NOTES.

Sectarian Teaching.

The letter sent by the Board to the Dorset Authority last October has roused the sectarian controversialist. Section 28 (2) of the Education Act, 1921, says of provided schools:—

“No religious catechism or religious formula which is distinctive of any particular denomination shall be taught in the school.”

This is the so-called Cowper-Temple clause that appeared in Section 14 of the Act of 1870. The Law Officers of the Crown advised the Board long ago that the teaching of the Apostle's Creed is not a contravention of the law, but it is agreed that the teaching of the “Duties” of the Church Catechism would be. The coming of the central schools, however, which draw their population from provided and non-provided schools alike, has created a demand that the bar to sectarian teaching shall be removed.

The Anson By-law.

The Anson By-law was authorised in 1905 and has been adopted by some 130 Authorities. It runs:—“The time during which every child shall attend school shall be the whole time . . . for which the school shall be open, provided that where the parent has notified to the managers in writing his intention to withdraw the child from instruction in religious subjects such time shall be for the whole time for which the school selected shall be open for secular instruction only.” It will be seen that this permits of an arrangement by which denominational teaching can be provided in buildings other than the school, by persons who are not on the school staff.

Courtesy or Contract.

Such sectarian teaching does not offend Section 28. The Board's letter, however, seemed to go further. Since it is a common practice among authorities to permit the premises of a council school to be used otherwise than for the purposes of a school, “it may be that if on occasion there is a room which during part of the school hours is not required for school purposes similar permission is sometimes given to use such room.” If then “on occasion” an authority may let a room for a purpose unconnected with the curriculum, sectarian teaching, say, what is to prevent such “acts of courtesy” being extended into contracts so to let a room? The Board, in a more recent letter to the West Riding Committee, have expressed the opinion that “the assumption of such an obligation would not be compatible with the existing statutory responsibilities of local education authorities.” And yet it is not easy to draw any legal distinction between the circumstances.

ITEMS.

Dr. Robert Jones writes :

There will be held, from May 7 to May 11, an exhibition of unusual interest to teachers. It is to be a “Teaching of History” Exhibition, and its special character is that it is planned and organised by teachers for the use and help of teachers.

The scheme originated in the South-east London Branch of the Historical Association, and the small Executive Committee which is managing the Exhibition represents that branch, the Historical Association, the Goldsmiths' College, and a group of teachers—chiefly in the S.E. district—who have given their help. All types are represented—university lecturers, unspecialised primary school teachers, history masters, and mistresses in public and secondary schools, lecturers, and students in training colleges.

The Exhibition will be held in the Goldsmiths' College, New Cross, S.E. It will show books, charts, diagrams, models, and various “aids” to history teaching. Mr. H. A. L. Fisher is to open the Exhibition, and he will be followed by lecturers on such subjects as “Dangerous Places in Medieval History,” “Dangerous Places in Modern History,” “International History,” “London History,” each of them designed in view of the needs of teachers.

A New Light on America.

According to Mr. Freeborough, America is “loaded with bribery in its very vitals,” and the reason is that American boys are often taught by women. Bribery and corruption are women's weapons for managing boys when they have charge of boys' classes. The boys grow up into men, and naturally adopt the same methods. Now we know why one of the six leading nations of the world is foremost in corruption.

Some Appointments.

Mr. R. W. Jepson, M.A., who left Dulwich College to become Head Master of the County School for Boys, Bromley, has been appointed Head Master of the Mercers' School. He has been succeeded by **Mr. G. L. Heawood**, M.A., an assistant master of Alley's School, Dulwich.

Miss G. E. M. Jebb, M.A., Lecturer in Economics at Armstrong College, University of Durham, has been appointed Principal of Bedford College, London University, in succession to Miss Tuke, who will retire in December this year.

Mr. C. E. Walker, of Leeds, has been appointed Principal of Bournemouth Municipal College in succession to Mr. L. B. Benny.

Mr. Laurie Magnus succeeds Mr. Maurice Llewelyn Davies as Chairman of the Girls' Public Day School Trust.

NEWS OF THE MONTH.

Gray of Bradfield.

A great head master, the Rev. H. B. Gray, D.D., died last month. He was appointed to St. Andrew's College, Bradfield, in 1880, when the school was on the verge of bankruptcy, and when he retired, thirty years later, the school had become not only successful but famous. In 1881 there were fifty boys. He left it with over 300. It was in 1888 that Gray acquired a disused chalk pit, just outside the college, and converted it into a model of the Attic Theatre. Bradfield and Greek plays have since been closely associated in public esteem.

The Lord Northcliffe Chair.

Lord Rothermere and Mr. Cecil Harmsworth have given £30,000 to the Centenary Fund of University College, London, to endow the Lord Northcliffe Chair of Modern English Literature in memory of their brother. The Chair will be filled annually, and the holder each year is required to deliver six lectures. Dr. Charles Sisson, the first Lord Northcliffe Professor, gave an inaugural lecture on "English Literature among Professors and Students."

Chigwell's Tercentenary.

Chigwell School celebrated its tercentenary last month, for it was founded on April 13, 1629, by Samuel Harsnet, Archbishop of York. Its most noteworthy scholar was William Penn, founder of Pennsylvania, and it is proposed to make an appeal to America for subscriptions to the memorial. Canon Swallow, who conducted a service in the War Memorial Chapel, was head master from 1876 to 1912.

A Wesleyan Secondary School.

Already the recently opened school at Hunmanby, near Filey, one of the excellent secondary schools of the Wesleyans, is to be extended at a cost of £18,630. The original building cost £17,000, and the new block will accommodate another seventy-five girls. Mr. T. R. Ferens, of Hull, whose munificent gifts for education are well known, has offered £10,000 towards the capital outlay on condition that a similar sum is raised from other sources.

A Return Visit.

Last May Toc H entertained a party of German schoolboys in London; this year it was the English schoolboys' turn. A party of fifty, including boys from Wellington, Cheltenham, Christ's Hospital, and Gresham's School, Holt, under the care of Mr. Barclay Baron, had a civic reception in Hamburg. They stayed there a few days and then had a fortnight or so in Berlin as the guests of the Kaiser Friedrich Gymnasium School.

Sad but True.

Professor J. E. Marcault, at a Conference on "New Ideals in Education," told his hearers some startling things. "It is a sad but true fact that there is a time when intellectually a number of men cease to evolve. If you test fifty adults at forty years of age you will find that their mental age is variable, and that some are fourteen or fifteen."

"By forcing the bright to wait for the dull to reach their level we have slaughtered our geniuses." That, of course, must be the explanation of our own sad case.

Devon and Somerset.

Though Devonshire County has thirty more public elementary schools than Somerset, the teachers' salary bill for Devon was £26,000 less than Somerset's—£295,000 as against £321,000. Mr. T. S. Bradford, Somerset County Councillor, drew attention to these figures and wanted to know why the estimate for salaries was up seeing that fifteen schools and more had been closed during the last ten years. The Chairman of the Education Committee explained that the decline in the number of children worked out at less than two per school; no reduction of staff could be made on that. As for the extra £26,000, Somerset tried to give a rather higher standard of education than Devonshire.

A Writing Competition.

Mr. Richard Burbidge, general manager of Harrods, raised public comment on his statement that thousands of pounds were lost every year owing to bad handwriting. The firm have replied by offering two silver trophies, to be competed for by selected teams of eleven boys or eleven girls from any school in England. The scholars must be under fourteen, and will be required to write a paragraph from dictation, and the trophies will be awarded for the highest average marks obtained for legibility, neatness, and accuracy. The competition will be held towards the end of May.

Spanish Studies.

The annual prize of a return ticket to Madrid, offered by the Anglo-Spanish Society, was won by K. J. Holmes, of King Edward VII School, Sheffield. Next in order of merit were Marjorie Atkinson (High School, Manchester), V. J. Biggs (King Edward's School, Birmingham), A. E. Cherrill (Whitgift Middle School, Croydon), R. Hilton (Taunton's School, Southampton), and Phyllis Talbot (Welham Road County Council School, Streatham).

Extracts from TWO INTERESTING LETTERS concerning
NELSON'S FIRST FRENCH COURSE

By Professor R. L. GRÆME-RITCHIE and JAMES M. MOORE, M.A.

The following Communication has been sent to us from a well-known Modern Language Master :

"You will, I know, be interested to hear that the success of this Course has far exceeded my expectations. To be quite frank with you, both I and my junior colleague, to whom your representative showed the book on his visit, turned the book down at sight—merely, I fear, because it appeared to contradict all the saws and maxims about early language teaching which I have amassed in eighteen years' work, and which my colleague had imbibed from books. Once again that amazingly incomprehensible human creature—the Public School boy—has upset all the calculations of his pastors and masters, and refuses to behave as they allege he should! Of course it is true that I have changed my First French Book pretty regularly at the beginning of each year—no course seemed to give the results that I was looking for—and I had almost determined to write a course for myself (as so many of my colleagues seem to be doing nowadays!). I must own it would not have been anything like Ritchie and Moore's new book! At the same time, both my colleague and myself, in three different forms—two rather dull and the other distinctly bright—have got the boys' interest as never before, and are getting results. Considering that the bare bones of nothing but sentences, of no very exciting character, to be translated from English into French and back again, is all that is apparently presented to the children, few Modern Language specialists would credit it. But the facts are there—and it only remains for us to find a reason.

"I think myself that the average editor has been trying to do too much for us in the past, almost up to giving the lesson for us! The result has been that, in endeavouring to present the book in our own way, with our own little personal bias of the best way of teaching each step, we have fallen between two stools—and the wretched children have suffered. In R. and M.'s book the bare bones are there, and practically nothing else. The course could be used by either an old dug-out of fifty years ago, working by rule and rote, or by an ultra-modernist who forbids a word of English in his classroom, or again by that very large majority of language specialists to-day who compromise by adopting as much as seems valuable in both the ultra-schools. Perhaps the very 'impersonality' of Ritchie and Moore's work is its greatest advantage—every teacher can add the personal element, and in so doing make the book 'his own.'"

The above was submitted to Mr. Moore, who replied as follows :

"I was very much interested in the experience of your correspondent. He has discovered for himself the proper use of the First Course and has expressed very clearly its aim. I had come to exactly the same conclusion—that the ordinary French course tried to impose on the teacher the writer's own method—which, good, or even excellent though it might be in his hands, was not likely to suit the average teacher. In this Course we aim at giving the teacher the absolutely necessary material—the stone and lime with which he may build up his own method. I had hoped that it would suit practically any method, and your correspondent has been broadminded enough to discover and admit that it does.

"I am glad to have had this candid appreciation of the First Part, as it gives me courage to persevere with the same method in the Second. It is planned on these lines and intended to leave the intelligent teacher a free hand, while providing a safe course for those who prefer to stick to the text. That is why it suits both the intelligent and the backward class."

NELSON'S FIRST FRENCH COURSE is one of the "Modern Studies" Series, and is published at 1s. 9d. Further particulars on application to

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LITERARY SECTION.

BOOKS AND THE MAN.

Education in 1928.

In its new form the Annual Report of the Board of Education is an excellent piece of work, bringing together in one volume the general observations and the necessary statistics. A further improvement is the promptitude with which it is now compiled and issued. The Report for last year has already appeared, and may be obtained through H.M. Stationery Office for 4s. net or 4s. 3d. post paid. The special interest of this volume is in the concise review of the activities of the Board concerning the reorganisation of elementary schools, the development of secondary education, the attempt to link up education with commerce and industry and the inquiries conducted by the Malcolm Committee and the Consultative Committee of the Board. Note is also taken of the Report of the Duchess of Atholl's Committee on Examinations for Part-time Students, and the work done by the Committee on Universities and Training Colleges over which Mr. R. G. Mayor presided.

The mere mention of these topics will serve as a reminder that during last year the President and his colleagues were in no way slowing down in prospect of a General Election. Alike in his speeches and in his official memoranda, Lord Eustace Percy has shown a growing mastery of his job, and many of us will feel regret if a turn of the political wheel should result in his departure from the Board, even though we find ourselves able to bear without undue grief the loss of other members of the Cabinet.

The record may be summed up briefly. To begin with, a distinct advance has been made towards getting rid of the notion that a public elementary school must be designed and conducted to meet the needs of the children of the "labouring poor" and for this purpose only. It is manifest, of course, that the children of working men will always form the great majority of those who attend public elementary schools, but this was never a sufficient reason for treating such schools as places akin to workhouses, wherein buildings, equipment, and opportunities afforded to teachers were to be governed by the notion that education should be sparingly doled out as if it were a dangerous boon and likely to lead the pupils into wrong courses. Lord Eustace Percy has accepted the principle that education in public elementary schools should go beyond the primary stage, with the corollary that a secondary stage, beginning at the age of eleven plus, must be available for all children. Already arrangements are going forward to this end, not so rapidly as some of us could wish, it is true, but

as rapidly as circumstances will permit. Akin to these developments is the Board's wise decision to abandon their practice of conducting examinations for teachers in elementary schools. Henceforward the old division between these teachers and their colleagues working in other schools will become gradually obliterated, and it may be that before long the Board's Certificate will be replaced by a licence to teach, granted on the result of university examinations and after due consultation with the Teachers Registration Council and other bodies having a direct interest in the standard of qualification among teachers. Accompanying these developments there has been a steady growth in the number of pupils attending grant-earning secondary schools, and the President has been at great pains to enlist the interest and co-operation of powerful representatives of commerce and industry. He has pointed out that our schools and universities are ready to play a great part in supplying men and women who are fit to take their place as leaders, not only in the professions as hitherto, but also in business houses. The Report reminds us that if the co-operation of leaders of industry can be secured the Board are ready to encourage developments which will have a powerful effect in promoting the economic welfare of the nation.

Meanwhile the figures show us that in England and Wales there are 21,352 schools ranking as elementary, with 170,549 teachers and over five and a-half million pupils. There are 1,329 secondary schools on the Grant List, with 377,540 pupils and 20,102 full-time teachers, of whom 49.7 per cent. were men and 50.3 per cent. women. The proportion of graduate teachers in secondary schools is increasing, 81.7 per cent. being men and 63.9 per cent. being women. The elementary schools still contain an undue proportion of unqualified or semi-qualified teachers, 33,852 being uncertificated, and 8,734 being classed as "supplementary," a term which is used to describe women teachers who have entered upon the work without any academic qualification or professional training. There is a slow decrease in the number of unqualified teachers employed, but in rural areas supplementary teachers still hold over 7,000 posts. Also there are far too many schools on what is called the Black List, which means that the premises are totally unsatisfactory or such as to demand extensive alteration. These still number nearly 2,000, although during last year 277 were removed from the List and arrangements were made for the removal of a further 349. The Report is a record of progress as well as of purpose.

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The Teaching of French

At the present time practically every boy and girl attending a Secondary School is learning French. For what reason? According to some apologists, to spend a holiday every five or six years in France, until death or matrimony intervenes, whichever shall be the earlier. According to others, to converse, in the intervals, with the few French people they are likely to meet in England. According to yet more, to be able to *express themselves* in French, written and oral. If such were the *only* reasons French might well be dropped from the school curriculum without further delay.

These boys and girls number at least five hundred thousand. For the great majority of them the ultimate aim is, or ought to be, the acquirement of the *power of reading modern French*; reading quickly so as to get at the general sense, and reading for enjoyment; reading in order to understand, as far as possible, the French point of view and appreciate the French turn of thought, which can never be rendered into English by translators, however skilful.

In order to attain this really useful end our methods of teaching must be reconsidered in the light of common sense. Shall we go on striving after the unattainable with the majority of those who take French in our schools? Let us forsake the mistaken notion that *all* British boys and girls *must* be taught to speak French fluently. Let us rather teach them to understand spoken French, pronounce it well and accurately—but chiefly concentrate on reading, which is within the power of all.

Too much time is at present spent with the average pupil who lacks linguistic ability on grammar and alleged conversation, as well as on writing French; too little on reading French and trying to get a glimpse of the real France and real French people through standard and modern French books, and the French press. To the ordinary Briton France means the Quai d'Orsay, and there is infinite danger in that.

It will be acknowledged by all disinterested observers that at present, after the novelty of the first few weeks has worn off, the French lesson becomes very often a strain and a bore, and that our pupils are not acquiring even a desire to read French, to say nothing of a love of reading it. This is due, to some extent, to the unattractive character of most of the books in French issued for schools. They are dull in appearance and in contents. They are not *alive*.

The solution of the problem is not "French in a hurry," or French for those who run as they read. There are many scholarly teachers throughout the land who are making French a sound discipline comparable to that afforded by the ancient classics. By their teaching, French is doing for the many what the ancient classics did for the few. They are utilising all the permanent advantages of the Direct Method. They are at the same time arousing real living interest by describing the France they know, and explaining the French through the best of her literature. The best French literature for our purpose is that which

THE EDUCATION & OUTLOOK AND EDUCATIONAL TIMES

JUNE, 1929.

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.

Politics and Education.

A remarkable feature of the General Election has been the evident desire of all political parties to declare their faith in education and their intention of adopting the principles of the Hadow Report. With the caution born of recent experience in administration, Lord Eustace Percy has replied to certain questions in a manner which shows that he realises the difficulties which attend a rapid reduction in the size of classes, in the number of unqualified teachers, and the immediate raising of the age of compulsory schooling. Unlike the other parties he is not in favour of a general abolition of fees in secondary schools. He is opposed to any change in the present grant system. Mr. Lloyd George answers all the questions in the affirmative. Mr. Ramsay MacDonald is at pains to describe the steps which his party will take to reduce the number of unqualified teachers and to provide an open road from the nursery school to the university.

The Common Purpose.

As between the parties there is little or nothing to choose, since, in practice, all will be compelled to follow the same road towards their common ideal of the full development of educational opportunity and, in particular, the provision of junior secondary education for every child in the country. Those of us who can remember the lowly place which education used to take in election controversy have reason to be gratified by the present interest in the school system. The accession of women voters is likely to make this concern for education permanent, especially in regard to the physical welfare of children. The working-class mother has very definite views as to the treatment of her children at school, and although she may be ill-informed as to subjects of instruction and their place in the curriculum, she is likely to demand more facilities in the way of nursery schools and full opportunity for children of promise. Maintenance grants are proposed as a corollary to adopting the Hadow Report, but it remains to be seen whether such grants will be regarded as compensating for loss of earnings.

Religious Teaching.

The question of religious teaching is being kept in the background save for the efforts of those who desire that State funds shall be expended in providing schools for the exclusive use of particular denominations. It would seem to be impossible to reconcile the views of those who are satisfied with what is called "Cowper-Temple teaching" and those who demand that instruction in religion shall not be separated from instruction in other subjects. The former party would appear to be content with a well-devised curriculum covering what they regard as the basic truths of Christianity, whereas the latter regard the schools as, in effect, a part of the Church. This means the endowment in the form of education grants of particular forms of faith, and the religious body which is foremost in making the claim is already in the fortunate position of being able to employ as teachers a number of devoted men and women who do not actually receive the salaries which are assigned to them.

The Dilemma and a Way Out.

It is extremely unlikely that any government will consent to provide a special endowment such as is asked for, but, on the other hand, it is clear that the so-called religious difficulty cannot be settled so long as there is a sincere demand for the kind of separate treatment described. Ultimately it may be seen that there is only one way out of the dilemma, namely, that of attaching the education grant to the parent and not to the school or denomination. Already the principle is accepted in the system of rebates on the income tax of parents, and it could be extended to cover the whole field. It is true that there would be many administrative problems, but these are not insoluble. They should be faced and overcome in the interests of peace and educational progress. Lord Eustace Percy says that he wishes to get rid of the social implications of the term "elementary school," and in these democratic days there is no reason why parents in any class should not be helped in educating their children without being compelled to send them to free schools. Such compulsion goes against the grain of human nature.

Educational Warrants.

The idea of educational grants to parents was mentioned recently in the House of Commons, and one hostile critic described it as "a snobbish plan." It is difficult to see the reason for such criticism, unless we are to regard as snobbish the modern method of giving individual old age pensions instead of consigning poor old folk to the workhouse. The recipient of the old age pension is free to spend the money as he chooses, but to the education grant proposed there would be attached the stringent condition that the children on whose account it was to be expended must receive efficient instruction under approved conditions. The chief merit of the plan would be that it would remove State education definitely from its association with public assistance for the labouring poor and would give us a system which, under proper supervision, would embody the elasticity and variety which speakers on education so often declare to be desirable. It would also give encouragement to the efficient independent school which could claim to be recognised as a place proper for the schooling of children, and inefficient schools, lacking such support, would inevitably disappear. No payment of money to the parents is necessary, since a system of educational warrants might be devised, and these could be handed over in payment or part payment of the school fees, individual parents supplementing them to any extent that they wished.

Rural School Problems.

In country districts there are grave difficulties attending efforts to apply the principles of the Hadow Report. Existing schools are often very small, and if the senior pupils are removed those who remain form a group whose education will be extremely costly if they are to have proper accommodation and qualified teachers. Country parents are inclined to resent proposals which will have the result of taking away children from their homes for the whole of the day to a central school some miles distant. In some districts these parental objections endure even though free conveyance is offered, the chief reason being that the elder children have been accustomed to take charge of their young brothers and sisters on the way to and from the village school. Local patriotism also counts, for it is not uncommon to find two neighbouring villages exhibiting a strong local patriotism which makes them unwilling to co-operate in any form of local administration. These difficulties have to be borne in mind by the authorities, and they furnish ample reason for delay in carrying out the new project. All changes in education have to be made slowly if we are to have the support of a majority of the parents concerned.

A Farewell Speech.

At the age of seventy-eight Sir Alfred Hopkinson feels himself obliged to resign from the position of representative of the combined English Universities, and on the eve of the dissolution of Parliament he made a striking address to the House of Commons, taking as his theme what he described as "certain heresies in educational thought and practice." He urged that the worst criterion of efficiency in education is the amount of money expended, saying that the dumping of money wholesale upon educational institutions was harmful. He wished to give greater freedom to the teacher, and did not believe that high academic qualifications were, of necessity, accompanied by high teaching power. Freedom was especially necessary in the universities, and he would rather see these institutions half starved than see them lose their freedom. He mistrusted prolonged compulsion in education, and appears to think that fifteen is as high as we can safely go in fixing the compulsory school age. Certain modern methods came under his lash, especially the doctrine of self-expression in education. Sir Alfred appears to think that this means for children complete freedom to do what they choose. Perhaps some of his new leisure will be given to a study of what modern methods mean.

School Exhibitions.

On another page will be found a brief description of an exhibition organised by one of the London Branches of the Historical Association in association with the teachers of South-East London. It will be seen that the display comprised many excellent examples of work done by the pupils themselves without minute direction and control, but a survey of the exhibits was exceedingly instructive as revealing the many different ways in which history may be handled with interest and advantage to the pupils. Wisely, there was no attempt to set off one school against another or to institute comparisons as to methods and results. Such exhibitions have great value to pupils and teachers, and they might well be organised in connexion with other subjects of the curriculum. One great advantage which they offer should not be overlooked, for by throwing them open to the public the parents are afforded an opportunity of learning something of what their children are doing at school. The developments in modern teaching practice have been so numerous that many present-day parents are disposed to be critical, chiefly because they are not fully informed as to what is actually taking place. The work shown at New Cross furnished a complete answer to those who would say that in the school of to-day children are allowed to have an easy time with all difficulties smoothed away.

A SCHOOL AT THE END OF THE WORLD.

Remembrances of New Guinea.

By A. M. KARLIN.

Where the Australian Mandate Territory touches the property of the Dutch in New Guinea there lies a small Dutch settlement called Hollandia. It lies at the foot of the Cyclops mountain ranges, and, until January, 1928, it was the only place where birds of paradise were allowed to be shot and exported. It was consequently a common sight to see these beautiful birds lying on tables in the middle of the few streets, and to meet the brown hunters coming in for provisions. Though the inhabitants far and wide were Papuas of a wild tribe the people in Hollandia were chiefly Malays and Chinese who had settled there for the sake of trade and gain. There was also a Javanese prince living there in exile. Altogether as out-of-the-way a settlement as ever I touched upon in my eight years of travelling, and I was curious to see the school.

It was a large wooden shed situated beyond the river coming down the narrow ravine. There were only one schoolmaster, a Malay, and I suspected him of not knowing much more than his little herd of Chinese, Malay, and black children, boys and girls together, ranging from the age of six to fourteen and even fifteen.

They were divided into four classes, and while one set was doing arithmetic, the other copying something, the third reading in a monotone, the fourth was getting actual tuition. The pictures on the walls were from Holland and were good. They showed native snakes, and illustrated the use of certain tropical plants. Birds and insects were already known from personal experience, not always pleasant, and this exhausted all interest in natural history.

The best pupils by far were the Chinese, who always attend school no matter where in the world they may settle, for they recognise the value of tuition much better than other coloured races. The Malay children and those of mixed blood were unreliable, sometimes very eager, sometimes thoroughly lazy, and the black children did their best to forget what they had learnt as soon as they returned to their native villages. The few boys who became assistants to small traders continued to read and write in a desultory way, but understood the value of a knowledge of figures.

The one subject on which all were keen was singing, a difficult task for the Guru, for the Mohammedans had all falsetto voices as they had to sing-song the Koran; the Chinese also preferred halftones, and only the Papuas sang well according to our notions. All played the rose flute, and a kind of bamboo flute with six small holes. One little boy accompanied

this blowing on a drum covered with goat-skin, while a dog gently howled as a finishing touch. It must be mentioned that dogs come and go freely, lie under the school forms, hunt for fleas, howl when their human friends sing, and greatly object to school inspections. They are found in every house and heard all over the place, except at night.

As the school is a mission school supported by the Dutch Government the Lutheran faith is taught, but the Papuas keep to their pagan rites as soon as school is over, and the Mohammedans are fervid worshippers of the prophet, while the Chinese burn their incense sticks to mysterious josses. All children are good at drawing, and the black boys and girls have a surprising memory for form. They can sketch any fish or plant or ornament familiar to them merely by thinking of it, while Malays are better at rhythm in dancing, &c.

Geography is hardly taught at all, for everyone knows that the Papuas dwell in the bush and round the wonderful Lake of Sentani; it is quite superfluous to know where the white people live, for there are only three Europeans in the place, and considering that they are always fussing about one thing or another one could very well do without them altogether. That the rest of the world belongs to the Malays is a well known fact, for it is repeated in age-old tradition. First God sat down and made a lump of clay, intending to create human beings. He put the small figures into His oven, but when He took them out after a little while they were all black. He tried another set, but fearing that they should be too dark He took them out in a hurry. These were the Europeans, for they are not baked enough. At last He took the figures out brown and sleek and perfect. These were the Malays, and to them He gave His kingdom on earth.

Since this is so, why trouble about learning history? The children are taught the national anthem; they know that the District Officer will become troublesome if he hears of any misdemeanour; they see the Dutch Queen on the postage stamp, and if this is not enough learning at the end of the world. . . ?

As diverse as the children are the dresses. If a Papua honours the school with his presence he puts on a scarlet loincloth, and abstains from painting his body red or white; the Malay child in general, especially if of mixed blood, wears a dress somewhat in our own style, and only the firm Mohammedan wears a sarong, a loose jacket of transparent material, and under his turban a bit of long hair, so as to enable the Prophet to lift him into Heaven at any moment he thinks fit. The Chinese girls

wear narrow black trousers, the boys long wide trousers and a jacket, both as a rule of a coarse light blue or white material.

When the children can read and write in Malay, play the bamboo flute, sketch a canoe, know a bird from a fish or an insect, and can count up to one thousand their education is complete, but luckily for them there are many things to be learnt outside the school which are more interesting than these. Strange fish swim up and down the river, eels lie under huge stones, cassowaries run tame through the streets, birds of paradise are drying outside their houses, the hornbill flies over the low huts, coconuts are gathered, the valuable massoi, a sweet-smelling bark, is found and exported, there is kulit lawang, the sea-plant akharbahar that heals rheumatism if worn as a bangle, and a good many other things only found round Hollandia.

Education.

CHRIST AND MODERN EDUCATION: by Canon Raven. (3s. 6d. Hodder & Stoughton.)

Much in this book will lack freshness for experienced teachers. Canon Raven attempts to show the why and the wherefore of "the failure of our religious education," an attempt which lacks historical support. The first four chapters enjoy no outstanding merit from a teacher's point of view. The Canon is of the Church, and he argues from that standpoint, although voicing the sentiments of psychologists. Chapter V is extremely valuable: few teachers can afford to ignore it, whether they be friendly or antagonistic towards any branch of the Church politic. Here the question of religious instruction and method is treated in an illuminating manner. It reads as though the Canon had ceased to be a theologian, and wrote as one who has caught the Christ-love of the very human and very mischievous juvenile at heart. He voices the very sentiments which some of us learned by bitter experiences in the trenches of Flanders a decade ago. Chapter V is worth the price of the whole book, and should be read carefully, even though some of the conclusions reached may well be termed controversial.

H. C.

A New Public School for Girls.

Next September will see the opening of a new public school for girls at Haynes Park, Bedfordshire. An earlier form of Haynes was "Hawnes," and it will be known therefore as "Hawnes School." It will be run on the same lines as St. Felix School, Southwold, where Miss Townshend, M.A., who, with Miss Chapman, M.A., will organise the School, was formerly assistant mistress. Miss Lucy Silcox, late Head Mistress at St. Felix, is a member of the governing body.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

June, 1849.—*The Social Position of Elementary School Teachers.*

"At Oxford, a superior knowledge of the Latin and Greek Classics, combined with a very slight tincture of Mathematics, attained during many years of preparation, and three years of residence, procure the diligent student a degree which identifies him with the upper classes by giving him the title of Esquire, qualifies him for Fellowships, Tutorships, and Masterships of Colleges, admits him to Ordination, and thus opens to him an access to valuable preferments in the Church, or in the Endowed Grammar Schools. At Cambridge, a superior knowledge of the Mathematics, combined with a little Latin and less Greek, obtained under circumstances similar to those connected with the Oxford course, admits the fortunate student to like advantages.

"At Battersea, Chelsea, and the other training schools for Teachers and Schoolmasters, the case is very different. There (unless indeed the whole system be a farce, and an imposition on the credulity of the public) the Oxford and Cambridge requirements must be combined; nay, there must be superadded to these a list of attainments sufficient to qualify their possessor to be a Fellow of the Royal Society, a Professor in a University, and a Dragoman at the Sublime Porte; he must besides know how to bring all this knowledge within the reach of imperfect and untutored intellects, to create and satisfy a taste for all this learning, in minds brutalised by vicious associations, and crusted over with ignorance of the most impenetrable character; and then, as a reward for unremittingly exercising his natural abilities, his acquired talents, and his professional skill, he shall receive from the liberal Government of his grateful country the annual sum of from £25 to £30; and lest he should find this grant, when superadded to his salary of £50 or £60 per annum, insufficient to enable him to indulge in the most costly refinements of aristocratic and luxurious society, he shall be protected from its temptations by a rigid exclusion from every drawing-room, and every parlour, except that of the alehouse; and shall be compelled to herd with the vulgar, the illiterate, and the rude."

Chemistry.

THE CHEMISTRY GATE: by A. Spencer White, B.Sc. (3s. 6d. net. Blackie.)

This book is an attempt to combine historical treatment and the applications of chemistry to daily life. The attempt has been successful and the result is a useful introduction to the elements of chemistry.

T. S. P.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

VI.

The English Lesson.

The "English" as distinct from the old "Grammar" lesson has become very generally a stimulus to creative work. The following example—an actual one, in all details—may be taken in this sense or as an "English exercise" with only a subsidiary connexion with creative work as such.

A class of boys (fourteen to fifteen years of age) read Edward Thomas's "Will You Come?" and Tennyson's "Locksley Hall," the themes in the two poems having enough of similarity for a study in contrasts. Then an exercise was set, with a choice of alternatives—(a) to write a parody of "Will You Come?"; (b) to write the lady's reply in verse; or (c) to give a paraphrase of the poem, in prose.

Every reader will not have "Will You Come?" freshly in mind. The first verse runs:—

Will you come?
Will you come?
Will you ride
So late
At my side?
O, will you come?

The verses that follow ask "Will you" or "Would you" come if the moon were bright; if it were noon-day; if it were morning.

It ends:—

If you come,
Haste and come.
Owls have cried:
It grows dark
To ride.
Beloved, beautiful, come.

Here are some of the parodies:—

(1) I WILL COME.

I will come
I will come,
If we fly
In the sky
Late at night
I will come.

I will come
I will come,
If the moon
Starts to "spoon"
With the sun
I will come.

I would come
I would come
But the plane

Is so old
That the wings
Turn to mould.

(2) WILL YOU GO?

Will you go?
Will you go?
When the moon is bright
With me
This night
O, will you go?
Where shall we go?
Where shall we go?
Will you meet
Me early
Down the street?
Oh, where shall we go?
Will you come?
Will you come?
If you think it better,
Then come
To a theatre,
Beloved, beautiful, come.

[Was "theatre" accepted as a rhyme to "better" (*thee-atter*)?]

(3) WILL YOU WAIT?

Will you wait?
Will you wait?
At the tree
So late
Just for me,
O will you wait?

Will you wait?
Will you wait?
If the sky
Has clouds
Dark and high
O will you wait?

Would you wait?
Would you wait?
If the night
Was clear
And so bright?
Beautiful, would you wait?

(4) WILL YOU RISE?

Will you rise?
Will you rise?
From your bed
So late
At this hour
Will you rise?

Will you rise?
 Will you rise?
 To get to school
 In time
 For the roll
 O will you rise?
 Would you rise?
 Would you rise?
 If the rules
 Were stricter
 More hard,
 Sluggard, would you rise?

Here are passages from other parodies :—

(1) AM I THERE?

Am I there?
 Am I there?
 No, I am here.
 Why am I here?
 Ah, the question
 It is *the* question.

Why are we here?
 Who is to know?
 But there,
 You and I must go
 When shall I be there?
 When you are there.

(2)

Have I gone?
 Have I gone?
 To a place
 So near
 Yet so far?
 Of course I have gone.

(The "place," as other verses plainly say, is school.)

(3)

Are you willing?
 Are you willing?
 To ride
 By tram
 For a shilling?
 Are you willing?

(The "all day, any tram" ticket in London costs a shilling.)

(4)

Are you near?
 Are you near?
 Pretty dear,
 Just to ride
 At my side
 O, are you near?

And here is "The Lady's Reply" to "Will You Come?"—

Shall I go?
 Shall I go?
 I don't want
 To go
 Through rain and snow,
 Shall I go?

Shall I go?
 Shall I go?
 He wants me to ride
 To-night
 By his side,
 Shall I go?

Yes, I shall go
 I shall go,
 Be it rain or snow,
 But I shall take
 My umbrella. . . . Oh
 Yes, I shall go.

One boy suspected something of a scandal. He evidently thought the lady was married and a mother. In his "Reply" this appeared :—

I am not yours
 I am not yours
 I am his
 And the kids'
 I am not yours.

The prose paraphrases were less interesting. Here are one or two excerpts :—"From the uneven beats, the poet, I think, meant to convey the idea of riding on a horse." "She replied in the negative." "The lady hesitated because it was rather late, and getting dark." ". . . Hearing no answer, he became rather impatient. He tells the lady that if she is going to ride with him she must hurry." "The night-time is described as being full and bright with the moonlight, the only piece of description in the poem." "The young woman was perhaps nervous, and the young man with more patience asked her if she would come had it been noon-day."

A Correction.

A correspondent has pointed out an error in the comments made last month on the Draft Secondary School Regulations. The statement that the old Paragraph 11, with its reference to the Burnham Award of 1925, "has gone" is, as he points out, about three years late. Equally belated and erroneous, therefore, was the reference to the changed form of Regulation 12. Both alterations were first made, as he truly says, not in 1929 but in 1926.

LETTERS FROM A YOUNG HEAD MASTER.

VI. Consequences.

My dear H.,—Do you remember that funny old game called "Consequences" which we used to play at Christmas parties when we were children? You know, I wrote a name, and then you wrote a name, and then someone else wrote what he said, and someone else what she said, and where they met, and what they did.

Your questions make me think longingly of that game—because in it the consequences did not matter. You know, at times I dread your questions. I dread lest at any moment I shall be confronted with one which will suddenly prove me to be all wrong and a criminal mishandler of young lives. If that ever were to happen, I don't know what I should do. To resign would be a futility; magnificent though the gesture might appear to the outside world, it could not redeem one single mistake, atone for one act of folly.

You see, I believe so desperately in the methods which I am putting into practice here that I dare not do otherwise than apply them wholeheartedly. And for that very reason I am compelled constantly to take leaps forward into the darkness; I think I can see where I am going, but I never can be absolutely certain. I know that ten years at least must elapse before I can be justified or proved in the wrong. And in that ten years a thousand boys will pass through the school.

Yet what can I do? I am convinced that as yet we have hardly begun to understand the problem of adolescent education, that we know next to nothing of the workings of the adolescent mind, of the developments of character during these years, of the inner nature of the adolescent's emotions, of his spiritual, his æsthetic, his romantic aspirations, his attitude towards and his comprehension of the world in which he finds himself.

Oh yes, I know we have a bright little set of catchwords: "The age of loyalty," "The age of dawning-self-appreciation," "Develop the team spirit," and so forth and so on. But how far beneath the surface do any of these carry us?

Why do we do any of the things we do in school with boys between the ages of eleven and eighteen? (The same question, of course, is equally applicable to all other schools, but I am concerned now with my own particular problem.) Why do we teach them what we do, train them as we do? That is what I am asking myself continually, and that is why I am prepared to scrap anything, even the most revered tradition, or to introduce any novelty, however undreamt of, if it seems likely that by scrapping or by innovation the education of my boys will be improved.

And that questioning always brings me back to

the old and still unsolved problem: "What is the aim of education?" I cannot answer that question, I can only formulate a partial and tentative reply. The aim of education, as I see it, "through a glass, darkly," is twofold. First, we must hand on knowledge, that knowledge without which our children cannot hope to build, on the foundations of the present, a better, saner future. Have we even begun to think of sifting carefully among the incredible heap of the world's accumulated knowledge, to determine what are the fundamental facts which every child should be taught during the years of adolescence? Or do we simply shovel up a handful, here and there, and spatter our pupils indiscriminately with gold dust, sand, and stones?

That is one aim of education, I am sure, to impart the right knowledge; for there is nothing truer than the saying that "Knowledge is power." Without knowledge, as a writer in a popular periodical said recently, "Freedom is sterility," only he made the statement without qualifications, and so was utterly and absolutely wrong. For the second aim of education is freedom. We must liberate every atom of creative energy in every child; we must give him full and free opportunity to do, to make, to plan, to create. Most of all, we must give him opportunity to make mistakes.

Knowledge, skill, imagination—equipped with these three, to what lengths may not anyone go? The first we can impart, the second we can train, the third we can only allow—we cannot even draw it out. Do we allow it? Does modern secondary education allow any sort of freedom for the imagination? Does it realise that most boys' imaginations are in their finger tips?

I hear such a lot of claptrap about "teaching boys to think" and "training them to concentrate." What do the phrases mean? A boy's mind is keener, works more clearly than any adult's, save only those few rare beings who retain through life the childish keenness of perception, and as for concentration, well, to talk about "training" children to concentrate is sheer bunk. What we have got to do is to watch them so as to advise them what to think about, what to concentrate on, that their gifts be not wasted. And to show them that thought and concentration are means, not ends.

Do we do this? I am trying to, and that is why, although I sometimes dread your questions, yet I always welcome them. For, next to being proved to be right in my methods, I would welcome being proved wrong—that I might immediately drop them and try again.

Yours ever,

G. S.

HISTORY TEACHING REBORN.

BY FREDERICK J. GOULD.

VI (Conclusion).

Our final survey, easily coalescing with world-history, covers the development of modern England and the British Commonwealth of Nations.

FROM ABOUT 1300 TO 1929-30.

(The "30" is added to suggest a perennial glance towards To-morrow; such a glance being a vital element of the historical sense.)

1. *Human Geography*.—Growing use of manures; extremely important introduction of artificial grasses (grass-seed sown). Breeding of horses, cattle, sheep, &c. Wonders of Kew Gardens, experimental farm of Rothamsted, Physic Garden of Chelsea, &c. Splendid farming, &c., in Dominions, and wide wealth of food products, minerals, and plants. Remarkable oversea additions to British diet—tea, coffee, tomato, potato, &c.; and industrial uses of oil, rubber, &c. British triumphs of engineering, dams, irrigation, bridges, roads, tunnels, &c.

2. *Industry*.—Post-medieval wool trade. Hansa merchants (till near 1600). Coinage of Libræ, Solidi, Denarii. (A few simple sums in Troy, Avoirdupois, &c., worked as in the presence of fourteenth-fifteenth-century merchants.) Slow emergence of industries, glass, coal, &c. Gunpowder. Merchant adventurers and the great age of voyages. Light-houses. Canals. Sailing-ships, steam, oil. Oversea consuls. Wars of Roses lessen baronage; rise (on money and trade basis) of "middle classes." Spread of machinery; Industrial Revolution. Road-making; steam-engine; railways; electricity; motor-ing; aircraft.

3. *Fine Arts*.—Poetry from Chaucer to Kipling, not treated as a literary department but as a characteristic "work" of each period. Ballads. Music (Purcell, Handel, &c.); folk-songs and dances. Drama and theatre, Shakespearean onwards. Kinema. Architecture (Wren, Ebenezer Howard, &c.). Church windows, brasses. Miracle-plays; Bunyan, Blake; Bible stories in new setting.

4. *Science*.—Picturesque notices (as far as possible in the modes of Faraday, Bragg, Robert Ball, Arabella Buckley) of British work in astronomy, chronometry, physics, geology, electricity, chemistry, biology. Healing art of sanitation in Britain and tropics (Manson, Ross). The idea of evolution (Darwin, Huxley, &c.).

5. *Social Life*.—Family life as affected by industrial conditions and emigration. "Poor" laws. Old Age Pensions, &c. Wage-system from Black Death of Wat Tyler to Trade Union era. Way-farers. From Thomas Spence's land schemes to Socialism. Co-operative movement. Revolutionary

ideas from Cromwell onwards. Parliament; Cabinet; union with Scotland. Translations of the Bible. Eagerness of discussion and conflict. Wyclif; martyrs (Catholic and Protestant); Quakers; Wesley; Bradlaugh. Education from grammar schools to council schools. Sunday schools. Scouts. English language; its growth (chatty notes on its etymology. Latin, Greek, French, &c.). Move-ments of sympathy—missions; anti-slavery; factory reform; animals; prison reform; "temperance"; peace and arbitration (Alabama case to League of Nations). Printing-press; newspapers. Gold-smiths; banks; paper currency; credit; taxation.

Steady growth of the British Commonwealth (with notes on Union Jack, &c.); Britain under one King (1603); American Colonies; India, from the Surat factory to the modern Governments of 1919-29 (sympathetic notes on industry and religion and poetry being indispensable); Canada; Australia; South Africa; New Zealand; Irish Free State; Pro-jectorates; L.N. Mandates. The Commonwealth ideal is the master-idea; the wars of the seventeenth, eighteenth, nineteenth, and twentieth centuries should be briefly sketched, with unflinching and gener-ous recognition of military and seafaring heroism, yet with a forward look towards world unity.

For biography, besides the names already men-tioned, the following types may be attached to our five divisions:—(a) Bakewell, sheep-breeder; Lawes and Gilbert, scientific farmers; Joseph Arch, M.P., hedge-cutter; (b) Watt, Stephenson, Brunel. Voyages and travels of Drake, Dampier, Cook, Mungo Park, Bruce, Livingstone, &c. (add Crusoe for symbol), Gilbert Wakefield and George Gray for Colonial spirit; (c) Milton, Burns, Wordsworth, Con-stable; (d) Gilbert (magnet), Harvey, Newton, Priest-ley, Perkin, Lyell, Lister; (e) Thomas More, Francis Place, Owen, Hyndman; John Howard, Clarkson, R. Martin (animals), R. Cremer (arbitration), Florence Nightingale, Gresham, H. H. Johnston (protector-ates), Ram Mohun Roy, R. C. Dutt (India); Rodney, Nelson, Moore, Wellington, Haig. Such lists are merely given here to indicate diversities of choice.

No teacher could cover the ground here mapped. My chief aim has been to furnish a plan which em-bodies the formative achievements of civilisation, and shows them in proportion; and any effort, how-ever partial, to work by such a plan aids the re-nascence of history teaching. I avow my convic-tion that history, thus treated, should constitute the dominant theme of education in the schools of the world. It offers moral stimulus, intellectual exercise, and a sorely needed mode of unification of subjects at present dispersed and ill-balanced.

HOW DO WE STUDY CLASSICS ?

BY WILLIAM DERRY.

People who discuss school curricula aim much criticism at the Classics. They point out that the study of Latin and Greek is useless in the modern world, and to a great extent their criticism is just.

At present the teaching of classics—owing to the requirements of the School Certificate Examination—has been narrowed down to so many periods a week of formal and extremely dull grammar, of translation of the less inspired and less human authors, and of endeavours to translate extremely turgid and verbose passages of English into a Latin or Greek never spoken on the earth.

It was different in the past. A classical scholar then had an intimate knowledge, not necessarily of grammar, but, far more important as an aid to culture, of classical lore, for which to-day the makers of examinations appear to have no use. Education has been divorced from culture, and if only our pupils can decline, conjugate, parse, and analyse with reasonable accuracy, the literary side of the classics, the mythology, the poetry, the amazing history, appear to be of secondary importance. Do those who pass an official examination know anything about Greece and Rome, or do they merely reproduce what has been hammered into them, dismissing it for ever when its use for examination purposes is over ?

Those responsible for the papers in the Certificate Examination might take steps to include more questions of a general nature. A pupil, as things are at present, could pass with flying colours, knowing little or nothing of ancient life and letters, manners and customs, methods of law and order, provincial and other administration, or other institutions which have been largely inherited by the world of to-day. More attention to this side of classical study would have a striking effect on school curricula. Greek and Latin are absorbingly interesting, both in themselves and in their bearing upon the history of the world. It would be wise, therefore, to view them afresh. Pupils of reasonable intelligence would soon lose their customary apathy if trouble were taken to make the subject alive and interesting.

Instead of the present pedestrian, cramped course, something on the following lines could profitably be substituted, as a five-year course in classics for secondary schools.

First Year, Latin.—This year would necessarily be applied to the formal work. The framework must be built. But this formal work should be interspersed with notes on the history of Rome, the habits, &c., of the Romans, and even the origin of the language might be touched upon. Every endeavour should be made to press home the idea that

the Romans were human beings who led lives not so very different from our own.

Second Year.—In this year formal work must perforce continue, but the authors, simplified naturally, should be selected to throw light on the notes given by the teacher, and to help the pupil to visualise Rome and the Romans.

In Greek the work would follow the lines of the First Year Latin course.

Third Year, (a) Latin.—Literature of a personal type should be selected, such as the Letters of Pliny, supplemented by notes on life during the early Empire, on the Civil Service, on the power of the Emperor, his personal control of affairs, &c. Any formal work done this year would be such as would maintain accuracy, and translation from English to Latin should be from sentences or passages adapted from the author in hand.

(b) Greek.—Formal work still to be done carefully, but reading should be selected with a bearing on history and literature, particularly dealing with Athenian life and manners.

Fourth and Fifth Years.—At the beginning of the fourth year special study for the Leaving Certificate would start, and pupils should, if possible, be under the same hand during these two years. History, Geography, Art, and Letters should be the keynote of their study. Plenty of translation should be done, but authors should be selected from a human point of view, that is for their interest, their connexion with the history of mankind, or for their artistic appeal. Translation should be as free as possible, without any quibbles over subjunctive moods, indirect questions, and the petty inquisitions so often carried out. The pupils should certainly have some capacity to translate English into Latin or Greek, but that side of the subject would be much less important than now. It adds little to one's knowledge or culture, being largely a mathematical exercise. In these two years many essays would be set on various appropriate subjects, with a view to encouraging thought about the classics, apart from mere "mugging up."

By such methods pupils, on reaching School Certificate standard, would have a sound knowledge of classics—in the true sense—which would be far more useful in a cultural sense than the present method. It would also provide a far wider foundation on which to erect a career at a university. The classical languages as spoken tongues may be dead, but the lessons left us by those that spoke them are very much alive. Surely there is still some room for studies that are not utilitarian or materialistic? True study of the ancient world leads to ideals, and ideals are not quite out of fashion yet.

MY EXPERIENCE IN FRANCE.

BY EX-RÉPÉTITEUR.

In some three months a vast number of students will be leaving schools and colleges, and it is a certainty that many of them will not obtain posts. Those who are studying French should, if they cannot find work in England, apply to the Board of Education for a place as "assistant," or "répétiteur" in a French school or college. Such posts exist both for men and women.

The work of the "répétiteur" is simple and easy. He teaches spoken English only, usually for an hour, sometimes two, but never more, per day. For this he receives no salary (except in universities) but gets board and lodging free. He takes his meals with the teachers, the fare being plain but wholesome. He is given a bed-sitting room and is allowed the use of the common-room, if there is one. Provision is made for him even during the holidays, if he wishes to remain at the school. All that the "répétiteur" needs, then, is pocket money.

The qualification necessary for the post of "répétiteur" in a French training college is a certificate of any English university equivalent to that of London University Intermediate Arts examination. For the job of "assistant" in a French *lycée*, or university, a degree is required. The appointment is for one year, from October to July, but can be renewed.

The advantages of this scheme for students of French are obvious. First, the year costs nothing, save for travelling expenses. Next, the "répétiteur," by constant companionship with the resident teachers, obtains a sound knowledge of the spoken language, of the country, and of the people. Thirdly, he has ample time to continue his own studies, if he is still working for English examinations. And here, residence in schools has a great advantage over residence with a family, since the former usually possess well stocked libraries.

Further, the teachers are always willing to allow the "répétiteur" to listen to their own lessons (*e.g.* in literature), to direct his studies, and even to correct his written work. In my own case they also helped me to obtain from the municipal library the use of rare books and dictionaries which I needed.

Finally, a year's work as a "répétiteur" gives one the qualifications of "residence abroad" which is now the *sine qua non* of all French posts in English schools. It may be useful also for those looking for posts as foreign salesmen.

I myself spent two very happy years in an *Ecole Normale*, and have excellent memories of the kindness both of teachers and of pupils. The former made me their inseparable companion, helped me

with my work, and invited me to their homes in the country during the holidays. As they lived in the Cognac district, I not only had a pleasant time but gathered a mass of information about viticulture, wines, and brandies.

The pupils also were very friendly, especially when I showed I was willing to fill a place in their "soccer" team. (If you prefer, there are now "rigger" teams in almost every town, and they always welcome Englishmen. For the summer there are quite good and inexpensive tennis clubs.)

One class of pupils allowed me to join their Touring Club, which during the summer vacation made a delightful trip in the Western Pyrénées.

The time to apply for these posts is *now*, at the office of Special Inquiries and Reports, Board of Education. A report issued recently by this office notes the fact that many such posts for men go unfilled.

History.

THE MARCH OF HISTORY (Book V): by W. H. McHaffie. (2s. 9d. McDougall.)

Treating the period 1689 to 1832, this book is full of very interesting material, excellent and pointed illustrations, and many very useful charts. The cause and effect of certain historical events have been effectively portrayed, and the copious references to other sources for further reading are to be commended. There is insufficient information about regions outside the British Isles, information without which the story of Britain cannot be fully appreciated.

H. C.

BRITISH COLONIAL POLICY AND THE SOUTH AFRICAN REPUBLICS, 1848—1872 (The Royal Empire Society Imperial Studies, No. 3): by C. W. de Kiewiet, M.A., Ph.D. (12s. 6d. Longmans.)

A South African history which begins at 1848 and ends at 1872 cannot but be somewhat unsatisfying for anyone who wants to read the story as a whole. This, however, is not a South African history, but such portion of that rather queer story as its title covers. It is a study of policy, and that for a rather short period. Nevertheless, Dr. Kiewiet has embodied in it a general account of British Colonial policy, as it was conducted in the nineteenth century, and the account is made judiciously, without heat. The work is well arranged and well referenced by abundant foot-note references to documents, Hansard, S.O. papers, and here and there to histories—Theal, of course. There is a good bibliography and an index.

R. J.

THE MUMMERS.

By E. WILLMORE.

Schools are, or should be, places where they learn rather than places where we teach. The interests and activities of the pupils are the things that matter. Mr. Caldwell Cook and others have shown how efforts can be evoked by drama, but others, less gifted, have often evoked only boredom, especially if they have started off ambitiously with a play of Shakespeare.

The following experiences may be of interest. After various attempts at plays with large classes of boys from nine to fifteen years old, I came to the conclusion that we must walk, or rather crawl, before we could run.

One day we decided to "act" a passage from "The Golden Age," which was entitled in our anthology "The Cat's Search for Happiness." It was simply to be read in parts. Then, as an innovation (always welcome in schools), we had a part for the "reader," which included anything not spoken by the characters. The idea caught on. The shortness of the piece allowed for competition as to who could speak the parts best. The rival claimants for the various rôles were then further weeded out by allotting the parts to those who knew them by heart. After that there was a demand for dressing the parts, and so here we had a play fitted. Whenever a suitable passage cropped up, the question came: "Can we play it?"

Here we had plenty of interest and voluntary effort in learning and speaking English. We were now ready for the next step, the making of our own plays. This practice began so easily that I have forgotten who suggested it. It was a result of the general policy of encouraging and guiding spontaneous effort.

As soon as the boys realised that they might construct any play they chose, there was a great deal of energy expended in play-writing—all homework, but not set as such. Boys wrote short plays and were allowed to pick their own particular cronies for the characters. The rest of the class played the part of audience, with the right of free criticism—after the performance. Correct behaviour on the part of the audience was required. The nuisance of handing a copy of a play from one person to another was soon realised, and the writing out of parts, with correct cues, was explained.

After the performance the criticism was outspoken and uncompromising. "It's too short!" "It ends too soon!" "It doesn't seem to end right," &c. The criticism were just, if ungrammatical, and thus began an inquiry into the construction of plays. This became part of the ritual, like the reader's part before mentioned (the Chorus in embryo?).

These boys being only nine or ten years old,

their plays were largely plays of action, based on detective and adventure stories, and usually introducing a "rough house." When the influence of the "pictures" became too marked, one had to point out that "the play's the thing," and that in a play speaking is a *sine qua non*.

Play writing became almost epidemic, and I seldom entered the room without finding three or four budding playwrights waiting for permission to put their plays "on the boards." While the epidemic lasted an enormous amount of serious writing was done, with an earnest endeavour to "sound right," even if the grammar and spelling were rather shaky. But these are often shaky even when boys or girls are set to write an "Essay on Spring" (that hardy annual), or "The Drainage System of —."

There was a period when form room plays were popular; and then a set of scout plays were more popular still. There was a distinct advance in dramatic appreciation, but less creative effort. It seemed like a pause for growth and the digestion of ideas. Then, under the influence of Christmas and breaking-up plays, a few kindred spirits formed a dramatic society—confined to one class, owing to a growing self-consciousness. Their imaginations were aroused again. There were to be stage and scenery, costumes, tickets, and programmes.

A jumble sale was held to raise funds, which were handed over to the teacher as treasurer. (Rather meanly, the treasurer seized the opportunity of giving a lesson on the necessity of book-keeping and auditing accounts.) Then a play in five acts, based on a type of school story very common in boys' magazines, was written and rehearsed. It went very well, although freely criticised. It had some such title as "Life at Grey Friars." Another was "The Mystery of the Manor," a ghost and detective story, full of the ubiquitous automatic pistol. Two short sketches were written by one boy upon dramatic selections heard on the wireless. One was entitled "On the Road to Cambridge," and the other "The Dreamer." Both were successful. If any copyrights were infringed the teacher disclaims responsibility, as all this work originated with his pupils. He kept himself in the background—difficult for a pedagogue.

The enthusiasm of children is as easily destroyed as the gossamer that can be seen on a sunny day covering the grass and glittering in the sun. A grazing bull tears up yards of it with every step.

At present I am holding the funds (three and fourpence halfpenny) and awaiting developments; for several of the leading spirits will not return after the holidays.

LETTERS TO THE EDITOR.

A Denominational Claim.

To the Editor of THE EDUCATION OUTLOOK.

SIR,—I crave a little space to call the attention of your readers to the claim which is being put forward on behalf of schools under the control of the Roman Church. It is well known that before the Balfour Act of 1902 these schools, in common with all schools controlled by religious bodies, were not aided from local rates. They received the Government grant, and were expected to supplement it from their own resources. They built the schools, appointed and paid the teachers, and were in sole control as managers. In 1902 the denominations received a great addition to their resources, for they became entitled to a share of the local rates and were relieved of all financial responsibility beyond providing a school building. Their teachers were paid, the schools were equipped, and an allowance was granted for such "wear and tear" of the building as could fairly be ascribed to its being used as a school. The managers retained the right to appoint teachers, and were thus enabled to preserve the special form of religious training which they desired. These great concessions were much opposed by a party which was hostile to paying for doctrinal teaching out of public funds. It must be confessed that the opposition was not wholly consistent, since such teaching had for long been supported by Government grants.

It now appears that there is a demand that denominational managers shall be relieved of all financial responsibility and that schools shall be built at the public cost for the exclusive use of a religious body. It happens that the demand is made most insistently by a body which is able to employ the services of a number of devoted men and women whose salaries, paid from public funds, presumably accrue to the general funds of the denomination. That is the sole business of the teachers concerned, but it does serve to emphasise the query as to why the denomination should find itself unable even to build schools for its own use. To ask that the public should assume this burden is asking too much, and if the demand is pressed it may well have the result of bringing support to the so-called secular solution and excluding religious teaching from all State aided schools. To most English people—including teachers in Council or Provided Schools—this solution would be deplorable, since a knowledge of the Bible and of the foundations of the Christian faith is part of our national tradition. It is no part of that tradition, however, that English public funds shall be devoted to the needs of an alien Church.—Yours faithfully,

M. C. P.

Notes or No Notes.

Relating to the point discussed by Dr. Robert Jones, we print the following letter:—

SIR,—With reference to your review of the notes to "Poems of To-day," I should, as a teacher of over forty-six years' experience, vote heartily for notes, if in the pithy and accurate form that Mr. Hall has given us. The older teachers among us can recollect notes, such as those in Aldis Wright's plays of Shakespeare, which were far above the heads of the average pupils and of no great use to the teacher. But the more foolproof an edition of an English or modern language text is, the better for both teacher and scholar. It saves the conscientious teacher much time over his dictionary and encyclopædia and it tells the pupil just what he ought to know without going into too great detail. I am not talking about texts for specialists or university students, where often the notes have to be longer than the text itself. No notes are suitable in texts for rapid reading or for unseen passages.—Yours faithfully,

DE V. PAYEN-PAYNE.

Kensington Coaching College, S.W.5.

Training for the Clergy.

SIR,—On reading "Eighty Years Ago, Teachers should be Trained" in the May number of THE EDUCATION OUTLOOK, I felt that if "Clergy" were substituted for "Teachers," a great deal of the extract would apply to some of the clergy of the present day. Thus: "It would be rational to conclude that if training and special preparation have been found necessary in the case of the schoolmaster, training and special preparation [in the art of teaching] in a still higher degree would be deemed requisite for those who are destined to undertake offices [equally] complicated and extensive; and yet we find, practically, that" clergy are often "men who have received neither," admission to Holy Orders "being deemed in their case sufficient evidence of ability to teach and to regulate a school. It would not be difficult to name many clergymen . . . utterly inexperienced and ignorant of the art of teaching. The evils resulting from this strange anomaly appear in . . . the inefficiency of [some] Sunday Schools, Confirmation Classes, and Young People's Services."

M. C. L.

ANNOTATED POETRY.

BY ROBERT JONES, D.Sc.

[The class use of annotated editions of poetry is discussed in the following article in connexion with a review which appeared in May. We shall welcome correspondence on the question.—EDITOR.]

The publication of "Notes to Poems of To-day" raises one of the chief minor questions of educational method. If it be held as a major question, its discussion is all the more pertinent. The immediate occasion is this. "Poems of To-day," a School Anthology of contemporary English poetry, was issued in August, 1915 (just after a year of the war), by the English Association, through Messrs. Sidgwick & Jackson. A Second Series appeared in May, 1922. Both volumes were selected by a Committee of the English Association, and both were issued as plain texts with nothing but Indexes (Authors and First Lines) and Prefatory Notes. The editions of both, issued for the general public, have full bibliographical notes prepared by the English Association.

There now appear two booklets of "Notes to Poems of To-day," one for the school edition of each series, issued by the same publishers, and compiled by H. R. Hall (6d. each). On the cover of each booklet is an announcement: "The English Association takes no responsibility for this or any other collection of notes to 'Poems of To-day.'" There is, of course, no implication of any conflict here, but there is an indication of the existence of differing theories of educational method, and of sufficient importance to be followed up.

The example in question is an excellent one for the discussion of educational methods. The compiler is an experienced writer with a wide practical knowledge of schools and school books. This is no case of a difference between artist and Philistine. There are no Philistines in the story.

Let us begin with the Plain Text theory, which was evidently the basis of the original work. We think that the Association was and is right in making the Plain Text its basis. Now let us follow the book into the schools. In Rupert Brooke's "The Old Vicarage, Grantchester" (First Series, "Poems of To-day," No. 47), there are these words and allusions, each and all of them likely to evoke a question from at least one pupil of any age, in any class, in any school:—

Café des Westens, Berlin.
Du lieber Gott.
Temperamentvoll.
das Betreten . . . verboten.
His ghostly Lordship.

Dan Chaucer ("we thought his name was Geoffrey!").

Anadyomene.

This is obvious enough; and the Plain Text theory rightly presumes an English master or mistress, sufficiently competent, equipped and prepared to answer such inquiries. In this same volume (First Series) we have pre-pelasgian, Babilu, "the scrawl hath gorged," Brumana, lavdanon, Chanclebury, "each lag, each pasture," palinode, Ebbw, nenuphars, Dorian, Attic Tereus.

We may assume, in all cases, a teacher competent to deal at sight with these or any other words and allusions, in this or any other anthology; and we may—or must—put this assumption on one side, having stated it. More reasonably, we may assume a teacher fairly well equipped, who adds to this equipment a proper preparation of the book or the poems to be read. This implies a good dictionary, a gazetteer, and various books of reference: in fine, a library, whether private, public, or institutional. It implies some long and elusive searches, and a great waste of time, now and then, after a word or a phrase—dialects and obsolete words are not included in ordinary dictionaries.

Then there is the teacher who thanks heaven for the compiler's industry, even if he questions the explanation of "agate" (Second Series, No. 89: to "get agate," in Lancashire, is to get going), or protests that a "gibbous moon" is not "full," but "hunched-backed," between half and full (First Series, No. 56). Such querulosity we all indulge in at times, either as contributions to friendly discussion or as by-blows of our dignity. They do not lessen our sense of thankfulness for help. Though nineteen of every twenty of these notes should be unnecessary, the twentieth is often worth the whole sixpence.

We infer then that the issue of these books is justified, and calls for our thanks. Whoever has had to do similar work will appreciate the labour and the boon. But we are not yet done with the question. There remain exposition and examination.

For the first the compiler has not limited his notes to such informative points as those we have mentioned. He ventures upon explanation, exposition, commentary. Here we remember valour's better part, and leave him to the wolves. His courage must be beyond ordinary. For ourselves we find his comments and attempts not only readable, but interesting and often suggestive. But he is a bold

man, a very bold man. True, there is not much in the way of commentary, but very Daniel does not escape unscathed.

So far we have assumed the Plain Text to be in the hands of the class, and the Notes in the hands (or on the shelves) of the teacher; and so far, we fancy, the Association is not greatly perturbed. But, in future, school editions are to be issued in two forms: (1) plain text, (2) with notes. Here enters the examination.

Most teachers will agree that if the teaching of English, the appreciation of literature, the growth of a culture, are alone or mainly in view, the plain text is the better form for the class, the notes lying on the teacher's shelf for reference, preparation, agreement, or brow-lifted protest. But if that class is preparing for an examination where "Poems of To-day" is a set book, then the pupils will want and the teacher will recommend (joyfully or sighfully) the annotated edition. What did we do ourselves, all of us, when we were preparing for an examination, but get the fullest annotations that were available?

We arrive at this: that our English examination system dictates here as elsewhere. The time, the subjects, the content of the teaching, must all be subject to the rules of the game in every school where definite external examinations must be taken. And that, no doubt, is part of the explanation of the English Association's disclaimer on the covers of these Notes. The members of the Association know well enough what literature signifies. But what are they to say to a teacher's "They must get through the examination"? Most of them have to say the same thing to themselves. And they will all thank the compiler—with reservations on diverse points. These small differences apart, the Plain Text *v.* Annotations controversy remains with its double answer.

Some Appointments.

Mr. Francis Richard Dale. D.S.O., M.C., M.A., Head Master of Plymouth College, has been elected by the Court of Common Council of the City Corporation to the Head Mastership of the City of London School.

Mr. A. S. Pratt, M.A., M.Sc., Head of the Mathematical department of Whitgift School, has been appointed Head Master of the King Edward VI Grammar School, Nuneaton.

The Rev. C. F. Russell, Head Master of King Edward VI School, Southampton, since 1918, will succeed, next September, Mr. H. Cradock Watson, Head Master of Merchant Taylors' School, Waterloo, Liverpool.

LEGAL NOTES.

Non-Attendance at School: Reasonable Excuse.

The Courts have provided two interesting cases this month. The first, *London County Council v. Maher*, makes no new law, but once again emphasises the true application of Section 49 of the 1921 Act. Dorothy Maher was certified to be deaf, but the parent refused to send her child to Oak Lodge Residential School at Clapham Common, twelve miles distant from her home. The local bench of magistrates found that the respondent had taken steps to provide efficient instruction for the child in some other manner, and that a reasonable excuse for non-attendance at the Clapham School had been shown. The High Court on case stated dismissed the appeal by the L.C.C.

"Reasonable Excuse."

Lord Hewart pointed out that the words "Any of the following reasons shall be a reasonable excuse" did not mean "There shall be no reasonable excuse except these." The Act said that whatever else was excluded from being a reasonable excuse the three matters set out in Section 49 should not be excluded. If it was sought to find outside these any other reasonable excuse the magistrates must decide whether the facts adduced supported the claim. The magistrates had so decided, and the appeal must be dismissed. Mr. Justice Avory agreed, and added that he was inclined to think there was also reasonable excuse on the ground that there was no school open within two miles of the child's home, since it could not attend an ordinary school.

Parental Authority *v.* School Discipline.

The other case concerned the right of a schoolmaster to punish a scholar for breach of a school rule when the boy was in the control and under the authority of his father. Smoking in the street was prohibited. The father had stated that his son had his permission to smoke. The boy was punished and the father preferred an information charging the master with an unlawful assault. The magistrates dismissed the charge, ordered the boy's father to pay £5. 5s. costs, and refused his application to them to state a case. The father obtained a *rule nisi* to compel them. The rule was heard in the King's Bench and unanimously discharged. The Court held that the question was one of fact and not law, and there was accordingly no room for a special case. *Rex v. Newport Justices ex-parte Wright* therefore but reaffirms the law that a parent who chooses to send his child to a school is taken to accept all the reasonable rules of that school, and to subject him to the head master's authority—which includes a right to punish.

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Five years ago Sir George Newman, Chief Medical Officer of the Board of Education, appointed a committee to consider the problems presented by the mentally defective child. A few months later the adult defective was included in the deliberations, and the original committee really became a Joint Committee of the Board of Education and the Board of Control. The report, recently published (H.M. Stationery Office, 5s.), supplies answers to two questions set by Sir George Newman: "How many mental defectives are there?" and "What is the best way of dealing with them?" In order to answer the first a Medical Investigator was appointed who held an inquiry in six typical areas. Dr. E. O. Lewis, who carried out this investigation in a manner which could hardly be improved upon for thoroughness and scientific method, has written an extraordinarily interesting and lucid account of his researches. This forms Part IV of the volume, and all who read it will agree that "it will prove of the highest value to all those who are concerned in any way with the various aspects, administrative, scientific, or social, of mental deficiency."

All teachers certainly ought to read these stimulating and enlightening pages—the Committee's report and Dr. Lewis's. For one thing their ideas will be clarified concerning that very elusive term "mental defective"; and for another they may be led to regard the "backward child" not as their bugbear but as an absorbingly interesting problem. "The 'dull or backward' class is too often little more than a refuse heap for the rest of the school; the child is not selected on the basis of any systematic tests; he is not studied individually to discover the causes of his backwardness; no one troubles to find out whether his backwardness is remediable or not, and many a teacher, being human, instead of realising that he has been entrusted with interesting psychological cases, groans because he will have nothing to show for his efforts and longs to be relieved or promoted to the scholarship class instead" (p. 146).

Chapter III of the Committee's report gives a review of the legislation concerned with the mentally defective, and it contains some very acute criticisms of the current definitions. Section 55 (1) of the Education Act, 1921, defines the mentally defective as those who, "not being imbecile and not being merely dull or backward, are by reason of mental defect . . . incapable of receiving proper benefit from instruction in the ordinary Public Elementary Schools, but are not incapable by reason of that defect of receiving benefit from instruction in such special Classes or Schools as . . . may be provided

for defective children." Is their educable capacity by itself the proper measure of mental defect for the purpose of the Act? The Mental Deficiency Acts, 1913—1927, seem to be governed by a different conception—that deficiency which manifests itself in failure of social adaptation—and the Committee think that this test is not restricted, or should not be, to feeble-minded adults merely but should apply to feeble-minded children as well. But if this is so there is considerable doubt thrown upon the alleged similarity between the mentally defective child of the Education Act and the feeble-minded child of the Mental Deficiency Acts. The Committee, not being a Court of Law, do not pretend to solve the doubt. But they are henceforth careful to distinguish in their report the "mentally defective with the meaning of the Education Act," i.e. defective in educational capacity, and "the mentally defective within the meaning of the Mental Deficiency Acts," i.e. defective in social adaptation.

These mentally defective children are allocated, generally speaking, to two main groups of Authorities—Education and Mental Deficiency Authorities. It is the basis of allocation that, the Committee think, must be altered. The boundary line must be shifted. "Certification" of the defective child for attendance at a special school should be abolished and a more appropriate terminology introduced. As a result of their Investigator's findings they recommend that the term "mentally defective" should be confined to those children, feeble-minded, imbecile, or idiot, who have been notified to the Local M.D. Authority as "ineducable," while the children who are at present "certifiable" under Section 55 of the Education Act and the larger group of dull or backward children would together make a new group—the Retarded.

The total number of children between seven and fifteen who are mentally defective within the meaning of Section 55 of the Education Act is approximately 105,000 (about three times as great as the number actually ascertained and certified by Local Education Authorities). Of these about one-third are "educationally" rather than "socially" defective, the remaining 70,000 being mentally defective within the Mental Deficiency Acts. This new group of the "Retarded" would contain, in addition to these 35,000, a large marginal class of the "dull and backward," estimated to number 300,000. All these must be brought into line with general educational administration by making special educational provision for them and arranging that there shall be a break for them at the age of eleven, such as the general opinion regards as necessary for the normal child.

CURATIVE EDUCATION.

BY BARONESS ROSENKRANTZ.

The name Curative Education is applied to work of a special character for the upbringing of so-called "deficient" children and is part of the educational system devised by Rudolf Steiner, based upon his understanding of how a human being grows and develops through well-defined phases.

In a steadily increasing number of schools on the Continent these methods for bringing impaired faculties to right development have been practised for the past decade, and at a Conference in London on June 15 to 18 at the Rudolf Steiner Hall, Clarence Gate, N.W.3, it will be possible to make acquaintance with these methods. Teachers will give demonstrations of the means used for bringing out what they maintain exists even in the least gifted or most afflicted child. Eurhythmy, music, and certain handicrafts are of great importance together with medical attention based on understanding of human growth.

It is held that the methods of ordinary institutions for "defectives," while working very intelligently, work without knowledge of soul development, and consequently tend to dwarf and diminish faculties in the children that are already impaired. The faculties are there, they are not "wanting." Within the most defective child there is a human spirit wishing to express itself in life. It is an actuality, and the fact that it is checked is due to physical defects, in some cases slight, in others so overpowering that the poor soul relapses into apathy and despair. To overcome these hindrances, happiness in the child is of first importance, then self-confidence. The least gifted child can be taught something that will lay a seed of confidence.

Anyone who understands the teaching of Rudolf Steiner knows that it deals with Principles. Thus the treatment of these particular children implies an understanding of how the child grows up in body, soul, and spirit; how the forces forming the body work during early years, how processes forming the soul work later, and the highest mental faculties last of all. This gradual development is watched by the teacher, and defects and misdirections recognised and fought by means both medical and educational, for doctor and teacher must unite in the work. The child must know nothing of the struggle on its behalf. If he is clumsy the teacher must so guide his movements that he feels: "I have not done so badly." Always he must be encouraged to be what he is not. The weak will, as important as the weak intellect, is too often overlooked. Both must be recognised separately and encouraged by different measures. Where an exercise in jumping

will strengthen the one, listening to a story will awaken force in the other.

At a moment when the chief authorities on mental deficiency have decided that "a fresh orientation in our conceptions" is necessary, it is important that we have an opportunity for making acquaintance with Dr. Steiner's outlook upon the subject and with his practical advice for the treatment of afflicted children.

Association of Head Mistresses.

The Fifty-fifth Annual Conference will be held at Leeds Girls' High School on Friday and Saturday, June 14 and 15, 1929, by the kind invitation of the Head Mistress, Miss L. A. Lowe, M.A., and the Governors of the School. The Lord Mayor of Leeds will hold a reception of members of the Conference in the City Art Gallery on the evening of Friday, June 14.

A Holiday Booklet.

The Canadian Pacific Railway Company have issued an attractive illustrated booklet describing a number of holiday tours they have organised to Canada and the United States for the coming summer months. The tours range from an inexpensive three weeks' trip, taking in visits to Quebec, Montreal, Ottawa, Toronto, Niagara Falls, &c., to a seven weeks' Tour de Luxe to the Pacific Coast, when many of the chief beauty spots and places of interest in the Dominion will be visited. A copy of the booklet may be obtained post free on application to the Canadian Pacific Railway, 62-65 Charing Cross, London, S.W.1.

The Associated Board (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 and April last, the competition being open to all candidates in the British Isles. Final Grade Gold Medal: Gilbert Smith, Leicester Centre (Violin). Final Grade Silver Medal: Phyllis Lavers, London Centre (Pianoforte). Advanced Grade Gold Medal: Percy E. Cliffe, Nottingham Centre (Pianoforte). Advanced Grade Silver Medal: William A. Miller, Aberdeen Centre (Violin). Intermediate Grade Gold Medal: Rosemary P. Ferrand, Reading Centre (Violin). Intermediate Grade Silver Medal: Donald E. Bridger, King's Lynn Centre (Pianoforte).

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A NOTEWORTHY EXHIBITION.

On Tuesday, May 7, the Right Hon. H. A. L. Fisher opened a History Teaching Exhibition at Goldsmiths' College, New Cross. The display was projected, assembled, and arranged by the combined efforts of the local branch of the Historical Association acting through a number of Committees which had the help of teachers in the district. The joint enterprise was highly successful, and it would be difficult to speak too highly of the merits of the display. To begin with, it should be mentioned that, apart from the graded and classified collections of books useful in history teaching, which had been kindly lent by the publishers concerned, the work shown was that of pupils themselves. Even the screens on which diagrams, maps, and pictures were arranged had been made and erected by schoolboys. Every aspect of history teaching was represented. From Rochester came an excellent exhibit based on a co-operative effort to compile a local history. Individual pupils had undertaken special pieces of research, contributing their share to the common stock. One little girl living in Hackney had built up a quaint story of her own district from materials supplied by her grandparents and their contemporaries. From Barking came a set of brass rubbings, excellently made and mounted, illustrating costumes and serving to bring home the position of the merchant in his prosperous days. An extract from the Domesday Book had been made the basis of a set of imaginary maps showing the lay-out of a Norman manor, and from Bermondsey Central School came a set of original diagrams showing in a very clear fashion the impressions left on the minds of the pupils after a study of the Renaissance, the Labour movement in England from 1815 onwards, and the growth of the League of Nations. There were many ingenious time charts and several sets of costumes illustrating the dress of different periods. Mention should be made of a remarkable series of models showing the development of the navy. These were well constructed of the simplest materials, and their production had evidently given great pleasure to the youthful makers.

Space does not permit of a longer description of an Exhibition which was extremely interesting and useful.

THE LADYBIRD.

That this small beetle, of the genus *Coccinella*, has long been a favourite with humanity is shown in the familiar names given to it in different European languages, such as the French *Bête à Dieu* and the German *Marien-käfer*. The best known species has the body coloured like red sealing-wax with two black spots upon it.

Beneath its pair of curved and horny wings lie others, much like those of the bee and the fly, but of ample spread, most accurately folded. Its antennae are short and, like all other insects, it has six legs. Both as a larva and beetle it has a peculiar and unpleasant scent.

Through the late autumn and the winter the ladybird takes shelter, often in our houses, and emerges in the warmer days of spring; but it is not until the leaves have opened, and have acquired colonies of young aphides, that the mother places her eggs.

These are beautiful both in shape and colouring, an acute oval and of a rich creamy yellow or orange, and are arranged in groups of from three to thirty, according to the supply of aphides on their leaf, the medium number being more usual. They generally hatch in about ten days and are apt to start feeding on their empty eggshell.

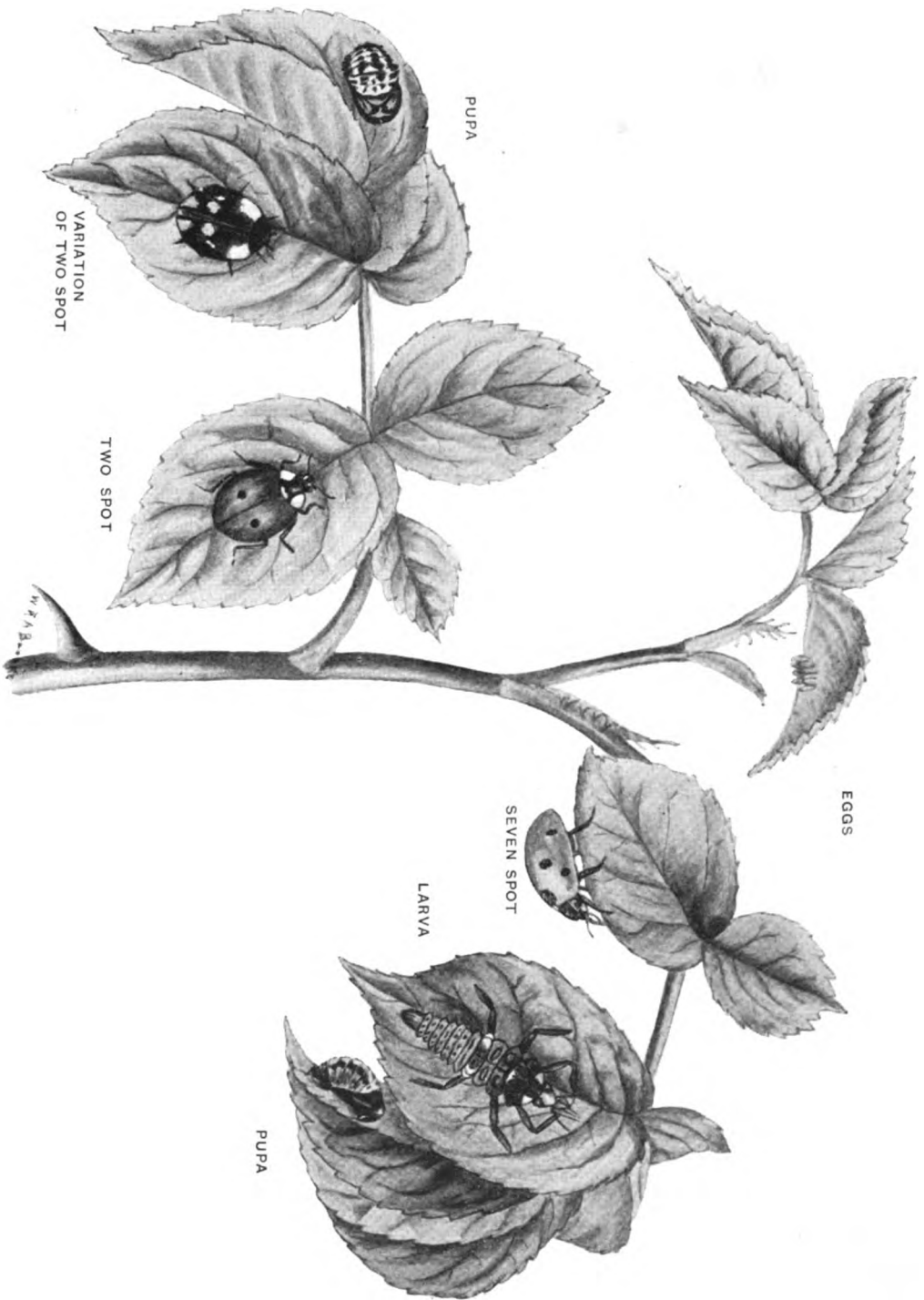
At first the larva is black and, except for the number of its legs, much like a small spider. It feeds voraciously on aphides or other small pests, when attainable, but, in the absence of more suitable food, does not hesitate to dine on its nearest relatives, which may help it to tide over a dearth caused by storms or insecticides. Growth continues until the skin is too tight, when the larva rests in order to throw it off, the time between each change of skin being known as an instar. Scarcity of food seems to hasten the skin changing.

The body of the larva soon lengthens, making its shape more lizard-like, while the colour lightens to a dark grey with yellow or red spots.

When full grown it bends over into something like its future shape, and remains quiet as a pupa for some days till the perfect ladybird appears.

Of all the fifty British species, the most common is the Two-spot (*Coccinella bipunctata*). The Seven-spot (*C. septempunctata*) is larger and not rare, but *C. ocellata*, the handsome, eyed species, with yellow-ringed black spots, is not often found. Other species are of a metallic green running into blue, or the reverse, and most show a tendency to vary the colour both of ground and spots and to change the shapes of the latter into bars.

M. L. BROOKE.



THE LADYBIRD
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NEWS OF THE MONTH.

Presentation Day at London.

May 8 was "Presentation Day" of London University, and Sir Gregory Foster, Vice-Chancellor, offered congratulations to 3,383 men and women "Bachelors" and 508 recipients of higher degrees. The admissions to the University during the year numbered 9,708, of whom 7,082 came in through the ordinary Matriculation Examination. The number of candidates for all examinations was 34,911, nearly three times as many as in 1913. Whereas in 1905 the number of candidates for the external examinations in the Colonies and Dominions numbered 128, this year there were 1,730.

The Education Ladder.

During 1927-28, according to the President of the Board of Education, 447 out of 629 holders of State Scholarships at Universities were ex-elementary school pupils, and during the years 1924 to 1928 out of an average annual number of 3,434 pupils proceeding direct from grant-earning secondary schools to the Universities 2,150 were originally pupils of elementary schools. The number of university students holding scholarships or receiving aid in other forms from Local Authorities and the Board during 1927-28 was approximately 9,500.

The Centenary of King's.

The centenary celebrations of King's College will be held this month, beginning on June 25. The Duke and Duchess of York will visit the College in the afternoon and in the evening a dinner will be held at the Hotel Cecil. On the following day there is to be a thanksgiving service at Westminster Abbey. On June 27 a garden party and pageant will be held at the Athletic Ground, Mitcham, at 2.30, and in the evening there will be a dance for present and past members of the College at Australia House.

From Hospital to School.

The Royal United Hospital of Bath is to be purchased by the City Council for conversion into a technical college. The estimated cost of the scheme is £80,000, of which £50,000 represents the cost of reconstruction. It is proposed to move the hospital to Combe Park.

The Buckinghamshire Strike.

The Buckinghamshire Education Authority have required children of over eleven to attend Hazlemere Church of England School, three miles away from their homes, near Great King's Hill. The parents objected, and a "strike" was organised. One Joseph Copeland was prosecuted, and the magistrates have upheld the Education Committee.

"Relics of Antiquity."

Socialists on the Burnley Education Committee don't like private schools. When it was reported at a recent meeting of the Committee that the Board of Education had placed "Sunny Bank School" on their list of efficient preparatory schools, the Socialist members expressed the opinion that "these private schools were relics of antiquity and ought to be abolished." To recognise them as efficient was a "reactionary policy."

Choice of School.

Opening a new high school at Ilford last month Lord Eustace Percy said they wanted to sweep away all possible administrative barriers to the free choice of parents as to which school their children should attend. Local Authorities were to be asked to observe the principle that the continuity of a child's education ought not to be broken when parents moved short distances to live in an area covered by a neighbouring local authority.

"Charlotte Mason" Public School Company.

With the support of some 150 members of the Parents' National Educational Union, negotiations have been entered into for the purchase of the Sir Philip Stott College, Overstone, Northampton, with about 200 acres of land. A "Charlotte Mason Public School Company" is in process of formation, with the object of founding a public school for girls from twelve to eighteen.

Shropshire's Voluntary Schools.

Shropshire, after conferences extending over four years, has now an agreed set of conditions under which voluntary schools may be transferred to the Local Education Authority. The control of administration will be in the hands of the County Council, who will have the right of appointing and dismissing teachers. Agreements for transfer are to be for twenty-one years and more, continuing thereafter subject to twelve months' notice on either side.

The Noble Art and Sheffield.

The Sheffield Education Committee have decided to include boxing in the physical training course at North Edge Secondary School. Dr. Styring vigorously opposed the motion, holding that the exercise was brutalising and degrading. Their duty to ennoble and elevate the youth under their control would not be fulfilled, he said, by training them for the prize-ring. Councillor Bennett, a former teacher in evening schools, supported Dr. Styring, but the weightier opinion that boxing inculcated habits of self-control and self-reliance won the day, and the proposal was carried by a large majority.

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Design Practice—Design applied to Needlework—Leatherwork—Stencilling—Lettering and its Use throughout the School—Clay Modelling.</p> <p>IV. COLOUR: ITS EDUCATIONAL VALUE.
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LITERARY SECTION.

BOOKS AND THE MAN.

An "Epic."

Mr. J. G. Legge, the former Director of Education at Liverpool, has written a timely book entitled "The Rising Tide: An Epic in Education." It is published by Basil Blackwell at 3s. 6d. net, and is well worth buying.

The irrational press has lately shown a tendency to belittle the success of the secondary schools established since 1902, to regret that so many pupils from elementary schools have been admitted into them, and to complain that many of the "free placers" are not worth educating. A new educational snobbery sometimes seems to threaten us, not a social but an intellectual exclusiveness, which would assert that secondary education ought to be reserved for the few who are brilliant. It is really refreshing to read Mr. Legge's vigorous defence of the democratised secondary schools of the present century. Panegyrics are all too few in English educational literature, and Mr. Legge's "Epic" is all the more welcome. It is not merely an expression of the optimism of an enthusiast, for, as the notice on the "jacket" indicates, the book is well documented. In fact the author supports his statements by references to public reports and especially by statistics. His handling of statistics is masterly; they are well chosen, not picked out for special pleading, and they are planted in the book in the right place to clinch an argument or a generalisation.

The "rising tide" is the movement in popular secondary education made possible by the Act of 1902. How large a movement it is, and how much its success owes to the influx of scholars from elementary schools Mr. Legge is at pains to prove from facts that cannot be disputed. He has warm praise for the elementary schools, and, incidentally, also for the elementary trained teachers who have done a great deal to make the new secondary schools a success.

Mr. Legge also pays a well deserved tribute to the voluntary service rendered by Education Committees. He protests against the idea entertained by superior persons that plain men of business are not competent to control education. Substantially the progress made since 1902 has been due to these men, who were not "experts"; they are rightly credited with the desire to consult experts of all kinds, directors of education, and teachers, and with the practical ability to utilise their experience. In discussing this subject Mr. Legge examines judiciously and in some detail the famous Sheffield case with its implications, and his judgment decidedly leans to the side of the education authorities as against extravagant claims for the entire inde-

pendence of schools which, after all, are under full public control.

There is much pungent comment on other matters in the book. But Mr. Legge does not permit himself on this occasion to be satirical, and his pet aversions hardly appear at all. The book reads as the outcome of considered reflections, and if it is enthusiastic the enthusiasm is based upon solid facts and not only on opinions.

It should also be emphasised that in his praise of the municipal and county secondary schools Mr. Legge by no means overlooks the importance of other forms of education beyond the primary stage. Indeed, he welcomes the Hadow Report, with some minor reservations suggested by his knowledge of educational administration, and looks forward to a new development of English education in the same democratic direction as that in which education has grown in the last twenty-five or thirty years. The present reviewer, for one, has thoroughly enjoyed the book from beginning to end. W.

REVIEWS.

Education.

A HANDBOOK FOR HISTORY TEACHERS: edited by D. Dymond, M.A. (3s. 6d. Methuen.)

This handbook was prepared in connexion with the recent Exhibition at Goldsmiths' College, which is described on another page. Miss Dymond has had the help of a number of teachers, and the book is by far the best practical handbook that has yet been published. Every school should have a copy. The earlier sections contain valuable advice on syllabuses and schemes of work for all grades in junior and senior schools, and these are followed by classified lists of text-books and other material, including a section on historical fiction for children. Every book mentioned has been carefully examined before inclusion, and the whole book bears the stamp of practical authority.

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R.

English.

AN ENGLISH PROSODY ON INDUCTIVE LINES: by Sir George Young, Bart. (15s. net. Cambridge Univ. Press.)

This is a thoroughly enjoyable book, the more so, perhaps, because one feels that the author has enjoyed writing it. He brings to the task the ripe experience of over ninety years of a varied and interesting life, with such achievements as a Fellowship of Trinity, Cambridge, in 1862, Membership of Commissions on Coolie Immigration, Friendly Societies, Factories and Workshops, Land Acts, and Endowed Schools, and service as Chief Charity Commissioner from 1903 to 1906. Amid all these strenuous activities Sir George Young has maintained his interest in literature. It was fostered, we may gather, in his infancy, for he says: "I was as a child taught by my mother to be a lover and learner of poetry, especially in Cowper, Pope, Shakespeare, and Milton, and in the MSS. of her brother, Praed. As a schoolboy I had the benefit of intimacy, in almost daily walks for years, with Swinburne."

His thesis is one which attracts by its good sense and it is supported by a wealth of illustration and valid argument. Briefly, he shows that the "rules" of prosody derive from practice and exhibit the methods of accepted makers of verse. The basis is rhythm, the quality of regular recurrence which is pleasing to the ear and seems to provide the initial attraction in many human pursuits. From this Sir George Young traces the growth of English metres, telling us that the oldest is the pure four stress verse, that it was followed by the innovation of *cinque-pace* in Chaucer, from which were derived new lyric measures, new couplet forms, new stanzas, and a new dramatic verse. He shows the influence of Elizabethan drama in revivifying old forms, and rightly concludes that "whether for creation or criticism appeal to the ear must always be for the most part our first resort, so long as enjoyment, as delight in beauty, is allowed to be a criterion in the noble Art of Verse." R.

THE TREE OF LIFE. An Anthology made by Vivian de Sola Pinto and George Neill Wright. (8s. 6d. net. Constable.)

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H. C.

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the history of Europe. And a history of Europe, to explain itself, must be traced back to the Nile and the Euphrates. In fine, we have here a world history, where proportions are set according to the viewpoint or starting point. Britain is our foreground, Europe our middle distance, the sands of time and of the desert our horizon.

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R. J.

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garded merely as a necessary introduction to practical problems in mensuration. R. S. M.

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LIGHT. An Introductory Text-book: by C. G. Vernon, M.A., B.Sc. (3s., or 4s. with exercises. Cambridge Univ. Press.)

The best method of teaching geometrical optics is a question which has been much discussed recently. Last April the Physical Society devoted a meeting to this subject, and very varying opinions were stated! There were two chief points of controversy:—(a) whether the introduction to the study of optics should be approached by way of the conventional treatment of rays, or from the point of view of the wave theory; (b) what convention of signs should be adopted for facility in the working out of problems, especially in regard to the known conventions adopted by technical opticians.

The author of this book, who is the Head of the Science Department at Bedales School, contributed a paper to that discussion, in which he strongly defended the teaching of the wave theory. Naturally he has adopted this procedure in his book, which is of great interest. He is able to work into his teaching the general behaviour of waves and ripples, and to show the analogies with light waves. An excellent mechanical illustration of refraction is given with the aid of a brass roller fitted with box-wood wheels, and much use is also made of some form of an optical disc for showing experiments to the whole class. Chapter XIII, on "The Sources of Light," is good, and some useful tables of values are given while diffraction and polarisation are dealt with in an adequate manner for this type of book. The ray methods of geometrical optics are treated rather in the nature of a revision course, but the convention of signs adopted is not in agreement with that used by technical workers.

All the same, Mr. Vernon is to be congratulated on having produced an interesting and stimulating book. R. S. M.

Chemistry.

A CONCISE SUMMARY OF ELEMENTARY ORGANIC CHEMISTRY: by F. H. Constable, M.A., D.Sc. (4s. 6d. Methuen.)

In these days of crowded syllabuses and keen competition in scholarship examinations a student or scholar supposedly has very little time to make a digest for his own use of any particular subject. This book is intended to supply such a digest of the reactions of elementary organic chemistry, about one-third only of the book having reference to aromatic compounds. Bearing in mind the object for which the book was written, it forms a satisfactory and useful compilation. How much better,

(Continued on page 218.)

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however, would it be for each student to do his own compilation during the course of his reading! His would be the benefit and he would not be a victim of the "spoon-feeding" this book is apt to foster.

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AN INTRODUCTION TO QUANTITATIVE ANALYSIS: by W. E. F. Shearcroft, B.Sc. (2s. Bell.)

This small book seems to be a satisfactory introduction to the elements of volumetric and gravimetric analysis. The instructions given are, in general, clear and concise.

It is curious that in such books very little emphasis seems to be laid on the volume of solution which should be used in a titration in order to reduce the error of experiment. It is a common mistake of students to be content with titrations of 3 and 4 cc.

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A JUNIOR ELEMENTARY CHEMISTRY: by W. Littler, B.A., B.Sc. (4s. Bell.)

The ground covered by this book is selected from that included in the usual School Certificate syllabus, the parts omitted being those which the author's experience has shown are seldom properly understood by younger boys, e.g. Avogadro's Hypothesis and matter connected with it. Emphasis is given to those parts of the subject which affect our daily life.

The subject matter is treated in a clear, interesting manner, and the book can be recommended. This is the first elementary book which has come recently to the reviewer's notice in which reference is made to the part played by hypochlorous acid in the bleaching action of chlorine.

T. S. P.

ELEMENTARY QUALITATIVE AND VOLUMETRIC ANALYSIS: by N. F. Watterson, B.Sc. (2s. 6d. Cambridge Univ. Press.)

Methods for the analysis of a simple salt are given and also a description of the methods of volumetric analysis which cover acidimetry and alkalimetry, and the use of standard solutions of potassium permanganate and silver nitrate. There is nothing new in the subject matter which calls for any particular comment. Whether the best method of approaching qualitative analysis is to confine the study to simple salts is a debatable question, on which the reviewer has his own opinion. In this book, as in others, the relation between error of experiment and volume of standard solution used in titrations is neglected.

T. S. P.

Science.

PRACTICAL MEASUREMENT AS AN INTRODUCTION TO SCIENCE: by H. R. Charter, M.C., M.A. (2s. 6d. Longmans.)

Physics has often been called, and justly called, the science of accurate measurement, and this little

book provides a good introduction to the subject. It is written for boys aged about fourteen years, and describes experimental measurements of length, area, volume, mass, and density. Due emphasis is laid upon the order of accuracy obtainable by the various methods, and in every respect the book is to be recommended.

R. S. M.

Biology.

BRITISH INSECT LIFE: by Edward Step, F.L.S. (25s. net. T. Werner Laurie.)

This book is a popular introduction to entomology. The Insects form by far the largest class of animals in the world of living organisms, and although most insects are relatively small and seemingly insignificant their economic importance is very great, and the realisation of the part they play in the lives of men and other animals is only just being recognised. This book is an attempt to place before the reader information which is not only reliable but also interesting concerning members of the various families which comprise this great class. Butterflies, moths, caddis-flies, may-flies, dragon-flies, beetles, grasshoppers, earwigs, bugs, bees, wasps, ants, domestic flies, and other insects are considered. In a work of this kind many species are perforce omitted, but examples are given of all the Orders into which this class is divided. The eight coloured illustrations are realistic and useful, as are the thirty-two half-tone plates comprising over two hundred figures. An excellent book for any school library.

Economics.

EXERCISES IN ECONOMICS: by A. Plummer, B.Litt., M.Sc.I.Econ., M.A., LL.D. (2s. Pitman.)

This is a student's handbook, intended as a help to those who are preparing for an examination in economics. After a short introduction, there are thirty-six pages of questions and answers, fifty-five of them in all, ranging from whether M.P.'s and housebreakers are "productive workers" to a three-and-a-half page essay on Rationalisation. Most of the answers are obviously too short, and in many cases they resemble the "skeleton answers" of the next section, of which there are fifty-eight in twenty-seven pages. Over fifty other questions or "examination problems" follow, without answers. Then come two appendixes, on the entrepreneur and that child of the diagrammatic method, producer's surplus.

It is a rather unusual kind of book. Beginners in economics, although they would find much of it enlightening, had better leave it until they have got a fair grip of Cannan, Clay, Marshall, or some good general work (there is a bibliography

(Continued on page 220.)

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HUNGER FIGHTERS: by Paul de Kruif. (12s. 6d. Cape.)

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However, within his limits, Mr. de Kruif has material enough—wheat, meat, maize; from Red Fife to vitamins. Of these last he hails Dr. Babcock as the father. "Mr. Hopkins, an Englishman," however, gets three lines about his experiments on rats.

Mr. de Kruif talks to you, and his talk is full of interest, full of facts. Of the life-story of Mark Carleton he makes a little epic. The durum wheat that his (Carleton's) years of labour spread across the States became a crop worth six millions sterling in 1907. Carleton had his £600 a year; and an ailing family. Debt swallowed him, and he died of malaria in Peru, as poor as any benefactor of mankind could wish. His monument, says Mr. de Kruif, very finely, is spread across the States in golden wheat. R. J.

NEWS FROM THE PUBLISHERS.

Mr. H. M. Cundall, I.S.O., F.S.A., late Keeper of Paintings in the Victoria and Albert Museum, has revised and brought up to date his standard "History of British Water Colour Painting," which deals with the subject from the earliest times to the present day. The volume is illustrated by typical examples of the work of all the chief artists, and ten new plates of the work of recent painters have been added. Sir H. Hughes Stanton, President of the Royal Society of Painters in Water Colours, contributes a Foreword, and the publishers are **Messrs. T. B. Batsford, Ltd.**

Messrs. Bell announce they have persuaded Mr. Ernest Shepard, the well known *Punch* artist, to follow up his successful "Everybody's Pepys" with "Everybody's Boswell." This abridged edition of Boswell's "Johnson" will be issued, uniform with the "Pepys," next year.

"The Eighteen-Seventies," a volume of essays by Fellows of the Royal Society of Literature, edited by Mr. H. Granville-Barker, will shortly be published by the **Cambridge University Press.** The Marquess of Crewe writes on Lord Houghton and his Circle; Mr. Hugh Walpole on Novelists of the Seventies; Mr. de la Mare on Some Women Novelists of the Seventies; Mr. Saintsbury on Andrew Lang in the Seventies and After; Mr. Drinkwater on The Poetry of the Seventies; Miss Sackville-West on The Women Poets; Sir Arthur Pinero on the Theatre; Mr. Granville-Barker on Tennyson, Swinburne, Meredith, and the Theatre; Mr. F. S. Boas on Critics and Criticism; Dr. R. W. Macan on Oxford; and Mr. W. E. Heitland on Cambridge.

Messrs. Heinemann will shortly publish "A Four Years' English Course," by C. Granville and A. A. le M. Simpson, and "Simple Research Problems in Chemistry," by F. S. Taylor, Assistant Master at Gresham School, Holt.

Messrs. Methuen have in preparation the translation of a volume of "German Students' War Letters," edited by Professor Philipp Witkop. All who have at heart the future peace of the world and the increase of mutual understanding among nations will welcome the appearance of this book. It gives a vivid picture of the Great War as seen through the eyes of over a hundred German University students who gave their lives for their country. Their entire self-abnegation, their courage, their burning patriotism, and their complete trust in the rightness of their cause will come as a revelation to English readers. Not the least interesting part of the book is the open way in which they express their inmost thoughts, hopes, and feelings; a lack of reserve which makes the account of their experiences all the more real and enthralling.



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R.

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JUL 12 1929

THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES



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THE EDUCATION & OUTLOOK AND EDUCATIONAL TIMES

JULY, 1929.

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 Change Over.

The new Government is installed, and Sir Charles Trevelyan returns to the Board of Education, with Mr. Morgan Jones as his Parliamentary Secretary. The new directors are not new to their task, and we may suppose that they will lose no time in getting to work. They have an excellent heritage from Lord Eustace Percy, who has been an admirable President, keen of mind, and ready to make more advances than were permitted by his colleague at the Treasury. The Hadow recommendations still await fulfilment, but some progress has been made. Especially welcome are the steps which have been taken to enlist the goodwill of employers towards the better education of young workers. It may be expected that in both of these directions the new President will make further advances, since his party is pledged to educational progress, and he will have a Chancellor of the Exchequer ready to help. Also we may expect that early steps will be taken to raise the leaving age to 15, since this policy has a direct bearing on unemployment figures.

The Wrong Road.

The Hadow Report gives us a picture of secondary education for all, beginning at the age of eleven plus and ending not before fifteen. We are in danger of substituting for this picture a poor shadow which can be described only as higher elementary schooling. Schools are being formed under the name of central schools, but they are often housed in buildings which are wholly inadequate as places of secondary education. We must hold firmly to the idea that every child shall have a real course of post-primary instruction under proper conditions and suited to individual aptitudes and needs. Secondary education for all does not mean that everybody is to go through the discipline which we associate with secondary schools of the old type. That is a good training for some, but by no means the best for all. By enlarging our view of secondary education and refusing to accept inferior substitutes we may work a lasting improvement in our social and industrial life.

A Staffing Policy.

One consequence of carrying out the Hadow recommendations must be the removal of existing barriers between primary and secondary school staffs. There is neither logic nor sense in a system which applies the label "secondary" to a non-graduate who is teaching boys of twelve in a county school, and the label "primary" to a graduate who is teaching boys of fourteen in a central school. To make these arbitrary differences of label the pretext for differences in remuneration is absurd. Salary should depend upon experience and efficiency. In the past it has been sought to create a type, known as the "elementary teacher," by special methods of recruiting, training, and certification. Many individuals thus brought into teaching may now be found in secondary schools. Instead of trying to produce teachers who are narrowly fitted for one kind of work or another, let us aim first at securing cultured men and women, encouraging them to prepare for the branch which attracts them and ignoring artificial distinctions.

Education Committee Views.

The Association of Education Committees has expressed satisfaction with the announcement that block grants are not to replace the percentage grants introduced in 1919. Their feeling will be shared by all who care for educational progress, since block grants would remove an important stimulus to the more penurious or parsimonious authorities, while leaving enlightened bodies to pay in excess for their desire to advance. The Association appears to be moving towards the idea of a "real Board of Education" in the form of a National Advisory Committee, made up of representatives of the Board, local authorities, and teachers. Such a body might fulfil the functions which the head masters in secondary schools expected would be those of the Consultative Committee when it was formed at their urgent request some thirty years ago. Local education committees are entitled to a recognised part in decisions which concern the schools, and the teachers should also be consulted. This involves no diminution of the parliamentary responsibility of the President.

The Royal Society of Teachers.

We welcome the announcement that the King has been graciously pleased to command that a body of registered teachers and those whose names are on the Official List of Associate Teachers shall henceforth be known as the Royal Society of Teachers. The Society has, in effect, existed ever since the present Register was opened fifteen years ago when the present Registration Council first began the work assigned to it by Parliament. The time has now come for the Council to make its efforts more widely known in order that the public may realise that there is an official body charged with the duty of establishing and maintaining standards of attainment, professional training, and experience to be reached by teachers who desire to be distinguished from those persons who have taken up the work without due preparation and because it is a vocation which is considered to be respectable. Recent correspondence in certain newspapers has drawn public attention to the fact that such persons are by no means few and that their unregulated activities are a source of damage to their pupils. All members of the Royal Society of Teachers will have satisfied the conditions prescribed by their own representative professional body, and the next task before the Council is that of educating the public to understand that it is unwise to place any person in charge of a school who is not a fully accredited member of the Society through Registration.

The Case for a Profession.

Some will hold, with a certain amount of reason on their side, that it is unwise to establish a close profession of teachers and to prevent anyone from trying to teach, but it should be remembered that the Royal Society of Teachers represents no such attempt. It will remain possible for anyone to take pupils, but it will become possible at the same time for the pupil or parent to learn whether the teacher is a professional man or woman in the ordinary sense. The merit of having a professional body with proper standards of entry is that we place the qualified workers in a position of special responsibility, marking them off from casual or unqualified persons in the same field. Professional responsibility should attach especially to those who undertake the direction or supervision of other teachers, since the ordinary parent finds it difficult to distinguish between those who are fully qualified and those who are either unqualified or only partly qualified. The efficient independent school suffers greatly from the sometimes noisy competition of charlatans, and there are at present far too many schools carried on by people who have no kind of claim to be called teachers.

Head Mistresses in Conference.

The Association of Head Mistresses succeeds always in arranging a very interesting Annual Conference, and on another page will be found a special account of the meetings held at Leeds on Friday and Saturday, June 14 and 15. The President, Miss L. A. Lowe, offered an attractive picture of the school of the future wherein classrooms and desks, with their suggestion of passive hearing of lectures, would be replaced by workrooms and libraries suggestive of activity in the pupil. A paper by Miss Haig-Brown on the function of examinations was especially interesting. She said, rightly, that the present system weighs the scale too heavily in favour of the bookish-minded candidate, and she rightly deplors the element of personal competition which attends the present system. The purpose of an examination, she suggests, is to throw light upon the organisation, administration, teaching power, and pupil ability, while testing the knowledge, intelligence, and intellectual capacity of candidates for higher stages of instruction. In a noteworthy address Miss Addison-Phillips recalled Mr. Baldwin's hope that extended education would serve to destroy the snobbishness which has often made a boys' school crest a social label.

What is a Public School?

The Court of Appeal has supported the decision of Mr. Justice Rowlatt that a school conducted by the Girls' Public Day School Trust is liable for income tax, since a profit is taken for the purpose of paying a limited dividend. Should this decision stand it will present a difficult problem to the Board of Education, since grants may not be paid to schools conducted for private profit. Twenty-five schools are conducted by the Trust, and the loss of the Government grant may be fatal to their continued existence. Yet it is difficult to see how grants can be paid if the present circumstances remain. It might be possible to amend the law so as to permit of the payment of grants to efficient independent schools and to interpret the term "private profit" in a sensible fashion by allowing for proper remuneration to the staff, including the proprietor, and limited interest on invested capital. The term "private profit" leads to misunderstanding, since it suggests that proprietors of independent schools are engaged in a purely commercial undertaking and seeking to obtain the highest possible price for the cheapest possible article. That this is untrue can be shown by an examination of the accounts of any well-conducted independent school, and there is no just reason why the parents of pupils attending such schools should be excluded from all the advantages of State aid and supervision in the education of their children.

AT THE HIGH TABLE.

[Under this heading appear from time to time articles from eminent men and women concerning different aspects of education. In the following article a local inspector of great experience discusses the effect of parochialism in teacher preparation.—EDITOR.]

VI. The Teacher and the Parish Pump.

Whatever schemes we may devise for the improvement of our educational system, whatever programmes we may put forward, whatever changes in curriculum or method we may advocate, the success or failure of our schools depends at last on the quality, skill, and personality of the teachers.

It is therefore of the first importance that recruits for the teaching profession should have natural qualities likely to fit them for the work, should receive adequate training, and that local education authorities and other appointing bodies should fully realise the magnitude of their responsibilities when choosing staffs.

Perhaps the three questions concerning the teacher which at the present moment call for the most earnest consideration are the source of supply, the quality and character of their training, and the methods adopted by education authorities in making appointments, and, in particular, in selecting those who, as Head Teachers, will determine the tone and policy of the schools.

The source of supply is, in some measure, governed by the large number of teachers required. There are some eight million children of school age, and for this huge multitude we are under obligation to find teachers. The number of teachers needed cannot therefore fall far short of two hundred thousand. So large a number must of necessity be recruited mainly from the ranks of the artisan class. There is no other source of supply which could be relied upon to furnish recruits in sufficient numbers. But this is no reason why teachers should be drawn exclusively from this source, or that the fact of being a teacher should brand a person as belonging to a certain class. It is surely a bad thing that any profession should be recruited entirely from one class. The church, the law, medicine, the army and navy, are no longer exclusively recruited from the ranks of the well-to-do, and these professions have gained by the infusion of new elements; they have become more representative and more efficient; and, moreover, in the process of mixing, the spread of culture is assisted and encouraged.

Now teachers, more than the members of any other profession, are concerned first and foremost with the spread of culture, with raising the general standard of taste, and with implanting in mankind a love of beauty and simplicity. It is therefore

desirable that we should attract into the profession those who, from their early environment and upbringing, have acquired not only gentle speech and manners, but that sensitiveness to what is fitting and appropriate which is the surest shield against excess in any form.

Of technical skill, of devotion to duty and hard work, of patience in the face of difficulties, the teachers in our schools furnish many outstanding examples; but they would be helped very materially in their work by having more frequent opportunities of mixing on equal terms with people of wide social outlook; and these opportunities can best be provided by drawing the supply of teachers from a wider field.

It is true that nowadays candidates for the teaching profession must first pass some examination which implies education in a secondary school; but though the standard of their school education is higher, their social environment is much the same as it was in the days of the old pupil teacher system.

It is still the general rule that children of the poor shall be taught by teachers drawn from their own class, and it is this fact, perhaps, more than anything else, which is standing in the way of that full education which we desire for every child.

If we are to break down the barriers which separate class from class, if we are to mix freely and easily with all conditions of society, we must lay the foundation in our schools, and seek, by making of teaching a really liberal profession, to bring about a wider understanding and a deeper sympathy.

We need then, in the first place, to recruit the teachers from a wider range of society, and, secondly, to give them during their training change of environment and opportunities for social experiences which will fit them to take their proper place as members of a liberal profession, whose business it is to set a standard of behaviour free from the taint of a narrow provincialism.

When training colleges were few and far between, those who succeeded in gaining admission had, as a rule, to travel far from their native heath, and had the further advantage of finding among their fellow students teachers from all parts of the country. With the establishment of more training colleges it is becoming more and more the custom for teachers to enter a college in the neighbourhood

of their own home. Thus Yorkshire teachers are trained in Yorkshire, Lancashire teachers in Lancashire, London teachers in London, and so on. Indeed, now that many training colleges are being administered by local education authorities, many teachers never leave home at all, but are day students at the local college. This is a pity, for it means that our schools, instead of toning down and softening local peculiarities, tend to emphasise them, and the gulf which separates people of varying rank and origin, instead of being bridged over, is made wider.

Education should make us feel at home anywhere; schools which impress the local stamp more deeply tend to isolate us from our fellows and make us uncomfortable away from our own little allotment.

It is bad enough that so many teachers are trained in colleges, entrance to which is limited to prospective teachers; it is far worse that many should receive their training on their own doorstep.

No other profession is so much in need of wide and varied experience, of a year or two spent away from home; for the teacher's career, under present conditions, may be, and often is, dull and drab enough. Born of artisan stock, his father perhaps a miner, an overlooker in a factory, a clerk or a small shopkeeper, he goes as a child to the elementary school nearest his home, and in due course gains a free place at the local secondary school. Here, at the age of sixteen, he is labelled a bursar, and he knows his future. At eighteen years of age he goes to the nearest training college, often near enough to allow him to live at home. At the close of his college course he seeks appointment in his native town, and asks for a school not too far from the street in which he lives in order that he may get home to dinner without undue hurry. Possibly he goes back to the very school in which he received his early instruction in reading and writing. The important thing for him is not that he may be of real service as a teacher, but that he may augment the slender income of the family. Little wonder that for him the profession of teaching is not a glorious adventure, with wonderful possibilities of "spreading truth and making love expand," but a dull routine affair, after a few years of which he can hardly escape becoming a dullish sort of fellow and infecting his pupils with his dullness. Much the same is the story of the woman teacher, except that for her there is a way of escape. People who regard teaching as the easiest way of obtaining steady employment and of having something to turn to in case of need (and there are many such) can hardly be expected to do much towards raising the status of the teacher and making of teaching a really liberal profession.

There are, unfortunately, many teachers who cannot afford to live away from home, and whose earnings are needed to help out the family budget. But while home circumstances rightly call for sympathetic consideration, it should be remembered that the duty of every man, and of the teacher most of all, is to his work; he must be prepared to serve where he may be most useful. It is therefore a thousand pities that there are among teachers so many who are not free to move.

But the local education authorities must share the responsibility for this staffing the schools with local people. What is called local patriotism is strong in the members of public bodies, and they regard outsiders much as the Englishman is apt to regard foreigners. Further, they love the system of patronage, to be able to put this one or that into a post, and to be approached by teachers and their parents craving their vote and interest. The introduction of outsiders would decrease the opportunities for the exercise of this patronage, and of bestowing their favours among their fellow townsmen.

No profession can flourish on patronage, and it is greatly to be regretted that in the local government service, of which at present teachers form a part, so much of it should still persist. It is well-nigh impossible to eradicate it altogether, but its influence would certainly diminish if appointments were made from a wider field.

The appointment of head teachers is a matter of special importance. Applications for posts of this kind should be invited from the widest possible field. Length of service and local association should count for little. It should be the aim of the appointing body to bring into the locality a strong and vigorous personality, a Head Teacher whose influence would be felt not only in the school to which he was appointed but throughout the district.

In order to raise the standard of the teaching profession we need first a wider source of supply, and, secondly, freedom of movement for its members. Young teachers should be advised to go for their training to a college as far from home as possible, and to seek appointments anywhere but in their own town.

Local education authorities should be prevailed upon to take a saner view in making appointments, and to see that for the work of educating young children there are qualities infinitely more important than poverty, local birth, and celibacy.

Let teachers no longer stand in their own light, and in the way of progress in education, by limiting their service to their own particular locality; let them rather venture forth into a wider field, for in this way they will assuredly best promote not only their own further development, but also the development of the pupils entrusted to their charge.

TEACHING IN CHINATOWN.

By A. J. REES.

A long low building, struggling for breath among a cluster of tenements, fish and chip shops, and foul public-houses, is not an ideal educational establishment. But we teachers in Chinatown have to make the best of things, and this drab-looking edifice, not too well-lit or ventilated, and with very little playground attached, is a typical slum school.

With memories of a bright village school in mind, I was a little perturbed when I received a transfer to this area, and when I began to pick my way down there through several unsavoury streets I had little appetite for lunch.

Soon, however, my nose became acclimatised, my repugnance vanished, and I began to learn in stark reality how the other half of the world lives. I found myself at the very heart of a strange existence, vicious and degraded, but with gleams of courage, cheerfulness, and hope illuminating all.

By taking a human interest in my class it was easy to get some understanding of the pathos, the sorrow, and the uncertain joy that permeates these sunless streets.

And who could help taking a human interest in an assortment of ragged young rascals such as I have to bring up in the way they should go? Dusky little Arabs with gleaming smiles, half-caste Chinese and Japanese with a paleness of cheek and roundness of eye that betoken their mothers' race, open-faced Greeks and dark-eyed Italians, here and there the heavy lips and woolly hair of the negro, and, mingling as brothers with this cosmopolitan crowd, all the varieties of British youth it is possible to imagine.

Here, indeed, is a wonderful field for the student of human nature; here is a liberal education in the art of keeping one's end up; here are examples of under-feeding and overcrowding that would influence one's political outlook to the end of one's days; here are such tales of heroic struggle as do one's character good to know.

In the actual work of the classroom my early fears were soon dispelled. I found these boys, if anything, more intelligent than better-class children. The body is often sadly neglected, but the mind has an alertness and a vast store of general knowledge not often possessed by more sheltered offspring.

Of course, there are "duds" here as everywhere, but the half-castes are seldom among them. To balance these there are the exceptionally smart boys, among whom sometimes appears a coloured face. There was Ahman Dollah, an embryo laundryman, with a passion for reading, who very solemnly took full marks in every subject at a recent examination. Abdul Ali, whose forbears—on one side, at any rate

—roamed the sands of Arabia, has the sharpness of a bird, the manners of a gentleman, and the makings of a perfect valet.

The tragedy of it is that many fine brains down here are afterwards wasted, suppressed by circumstance.

Discipline with such a mixed crowd is necessarily stern, but once it is properly maintained, the children are tractable and responsive. A touch of humour now and then, a sense of sportsmanship, the stimulation of a natural curiosity to know things, and the life of the classroom runs smoothly as a glancing river. Indeed, to many of these poor youngsters, school, with its singing lessons, drill, games, and wonderful stories, is the sunshine of their lives.

"After all, it doesn't cost much to make kiddies happy."

That is a motto we have down here. We find that an occasional coin, as a meritorious reward, or a treat round the fire when easterly winds have a trick of playing with a few tattered garments, works wonders in the way of discipline. We, too, are rewarded. Sometimes an "old boy" comes back, perhaps a six-foot sailor lad whose ship is just in, and it is good to see the real warmth of his hand-clasp with his old master.

But the classroom work is only part of a teacher's life in slumland. We sign relief and unemployment forms for parents, and issue meal tickets to necessitous cases. We keep a special look-out for cases of disease or defect, and report to the clinic. We assist the probation officer and the N.S.P.C.C. inspector; and sometimes, rather than be continually annoyed by the sight of little bare feet splashing in the mud all the winter, we make collections of left-off boots among our suburban friends.

Yet, despite these extra duties, despite the skin diseases, the dirty necks, the lack of handkerchiefs, despite the exterior smells and noises, I am not anxious to go back to the spoiled children, the "young gentlemen" of the suburbs.

Geography.

PEOPLE OF OTHER LANDS: by E. D. Laborde, B.A., F.R.G.S. (Book I, 1s. 6d.; Book II, 1s. 9d. Cambridge Univ. Press.)

Young children who are not interested in these delightful little books must be very hard to please. A pleasanter introduction to the study of geography for very young people would be hard to imagine. A word of praise is due to the excellent illustrations. Methods of approach to geography have indeed suffered a "sea change" since our school days!

CRUELTY TO ANIMALS.

By E. M. CHANNON.

"If we never exercise being cruel, we never shall be cruel."

This great truth is culled from an examination paper, set by a certain most valuable Society to certain selected candidates, who appear to have been well coached for it. Hear one of them, for instance, on Cruelty:—

"The word cruelty means giving pain which is not needed. When a cow is killed you might kill it in five minutes or you might enjoy its agony and torture it for about half an hour which do you think would be best to kill it as quickly as you could or to torture it? Why to kill it quickly of course, *and it does not bruise the meat when the beast is killed quickly.*"

The italics are the examiner's, not the candidate's; but it is obvious that that boy, though somewhat weak in punctuation, has gained an all-round view of his subject. So has another very moral child:—

"A butcher is cruel when he kills a pig for the purpose of hearing him squeal. We should not try to hurt or injure others for the purpose of hearing them squeal."

One trusts that this fiendish butcher is as imaginary as the almost equally fiendish practitioner who follows:—

"If a dentist pulls out a tooth he gives you a lot of pain" (indeed he does!), "but that is not cruelty. If you saw that he liked to give you pain, so as to see you writhe and struggle, you would detest him of his cruelty."

How true! And how deeply one hopes never to meet either this particular dentist or that other who "is cruel if, whilst cutting your leg or arm off, you can see he is enjoying to see you suffer." There seems to be a little confusion of professions here, for another paper gives as an instance of cruelty: "When a dentist sets a limb and laughs to see your pain."

History is not wanting to add its quota:—

"Once Nero even ordered his own mother to be killed before his own eyes. This is one of the worst kinds of cruelty. This is the very essence of cruelty."

And, as a final touch to the subject, one introspective youth gives an admirable instance of mental pain:—

"If your father promised to give you a hiding in the morning, what a dreadful night you would have."

Let us pass on to more concrete subjects: for instance, the ox:—

"The ox is a very ruminating animal. It supplies us with tallow, beef, &c., boots, and the handles of knives. The ox is a very large animal, and supplies us with very much milk. Ruminating is the peculiar faculty of eating its food after it has eaten it before. The cow's chief food is grass, and, if a cow is left to stray away, it will eat no less than 270 different plants."

This terrible result of insufficient care seems to have made a deep impression, for it is referred to by two other people:—

"The ox is a good-looking animal. The horns are in the right place for goring their enemies. When angry, the male ox is very fierce. If the ox were left alone it would eat no less than 276 plants."

"The ox varies in colour very much. Some are all black, some are red with white faces, and some are altogether different colours. The ox has four legs, a tail, two horns, and a head. The ox is said to have eat more than 200 different kinds of food while left in the field with herself."

Noting, in addition, the interesting fact that "the ox lives on mangles," we turn to a poetical young gentleman with a passion for capital letters:—

"My favourite Bird is the Lark. In Summer you can hear it singing its Melodious Song. As soon as it ascends from the Ground you can hear it singing its Melodious Song."

It is perhaps the same child who (reverting to the Cruelty question) observes with justifiable horror:—"When a dog goes to play with a boy or girl they kick at the Innocent Thing"; but it is another and more material person who informs us that "The sheep supplies us with blankets for our beds."

Let us finish with the frog, who supplies material for two extremely interesting essays:—

(1) "Frogs clear the water for us. There are insects in water what we cannot see. If he wasn't to drink water we should die of want of thirst. If the frogs wasn't to clear the water the Insects would destroy our Bodies" (this must surely be our old friend of the Lark) "and our whole system would break down."

(2) "We will take a frog into our hand and look at it closely. What beautiful coloured eyes and skin he has; why, he is better-looking than we are, considering he is an amphibious reptile and we are human beings."

And after this crushing dictum it may be as well to close: merely quoting a rather unfortunate summing-up of one well-meaning youth:—

"There is a band of men to prevent all this cruelty; they are called Cruelty to Animals."

A SCHOOL PLAY IN THE MAKING.

By CHARLES W. BAILEY, M.A., Head Master, Holt Secondary School, Liverpool.

If there is one thing more exciting than appearing in a school play it is making one. If you are bold enough to take a very simple story, like the Wrath of Achilles or the Return of Odysseus, you may have the heroic joy of changing the medium by which one of the great stories of the world is offered to young people. The Odyssey as a school play! Well, why not? The story of Joseph is now a play for the young, despite what our grandparents would have thought of the impious adventure. The sight of a black and red Greek vase, with its vision of eternal beauty and youth, may turn our minds to its

"Brede of marble men and maidens overwrought,"
and those unfading figures

"For ever warm and still to be enjoyed,
For ever panting and for ever young."

Here we have the stimulating suggestion of some play on a Greek subject which will bring the "Ode on a Grecian Urn" into a fuller and brighter meaning, giving to our lads and girls the light and colour and graceful movement of the days of Hellas. And they need but the slightest encouragement to belong in imagination to those far-off times. Dancing, eurhythmics, and Swedish drill have all helped to give them a grace of movement and a poise which we seniors sadly lack. At any rate, it has never been suggested that the staff should take part in the ballet!

The work of the staff is in a thousand other ways. Costumes, scenery, properties, lighting, orchestra, not to mention—most important of all—production and elocution. An ambitious school play is a great test of the loyalty of the staff. There ought to be an *inscripta lex* in schools to the effect that such admirable efforts should not be asked for often. It is possible to believe that a school may be play-ridden and the staff united in a fervent determination to let these things drop.

The story for this year's Holt School play was the "Quest of the Golden Fleece," and the material is in Kingsley's "Heroes" and Morris's "Life and Death of Jason," with Apollonius and Pindar further to draw on. Its outline is familiar to young people. Jason's help to Hera and its reward, his adventurous and successful quest, make it a sort of geographical saga, certain to be interesting and possibly dramatic. There is, of course, always a danger when you turn an epic poem into a play that the explanatory and descriptive passages may require

to be considerably curtailed. Yet these old-world stories have a simple dignity which requires an unhurried rate and quick or frivolous conversation would jar as out of keeping with the spirit of the epic. Speeches may be reasonably long if they enshrine the important parts of a story and if the stage picture retains its interest and variety.

In the "Quest" there were two main difficulties of theatrical properties: (1) the centaur, (2) the dragon guarding the fleece. It might have been easier to have had the centaur played by two tall boys; but we decided that the pantomime donkey and its clowning were too closely associated with such a representation, and that any element of burlesque would spoil the play. So we arranged to make a hollow centaur without head or shoulders, and to have a boy kneeling in this property and showing his head and chest to represent Cheiron. Our centaur would have been excellent if the wooden part of him had been more in scale with the size of the performer.

The dragon worked out well. He was built of three-ply wood, wire netting, and painted cloth. His head was modelled on a wire frame, and he smoked well with the aid of a teapot on his head.

We had to make some opportunity of introducing a ballet. The play could not have been Greek without a dance, and the incident of Hylas, the page of Heracles, pursued by water nymphs was the subject selected. With mermaids and starfish and a sea snail in addition to the nymphs, and with a gallant boy who consented to be thus gracefully pursued, the descriptive dance was very successful.

The most interesting experiment was with the stage lighting. In place of the usual coloured backcloths a luminous coloured effect was produced by throwing coloured light on to a white cloth. We had "dimmers," too, made of homely drain pipes filled with water and acid for electrical resistance, and had the satisfaction of being among the first producers to adopt this simple and effective lighting scheme. No one who has had the joy of painting the background with radiant light will ever go back to mere cloth-paint. The luminosity of the wide blue spaces bring sea and mountain before our very eyes, and the silhouetted contours of trees and ships and palace pillars stimulate without embarrassing the imagination. Ruskin asks us to believe in the pleasure which one receives from "calm and luminous distance" as the most singular and memorable of which we are conscious—"the still small voice of level twilight behind purple hills or the scarlet arch of dawn over the dark tremulous-edged sea." How Ruskin would have enjoyed the new lighting!

LETTERS FROM A YOUNG HEAD MASTER.

VII. We Sell Organisation.

My dear H.—A member of my staff, coming out with me from a lengthy Games Committee meeting, said, "I chuckled to myself to hear you at the same old game—selling organisation."

Building a school I find is one of the most wonderful experiences in the world, and not the least wonderful because of its endless novelty and variety. Had anyone told me last September how I should spend my third term—well, I don't know how I should have received it.

"Selling organisation"—yes, that just about describes what I have been doing—in part. For two terms I must just have let the organisation rip (I can hear you comment, "Yes, I judged so!"). I don't mean, and you know that I don't mean, that classes didn't find teachers waiting for them at the appointed hours, or that two classes found only one room allotted to them at the same hour, or anything of that sort.

No; I mean that for two terms the school was outwardly organised, but inwardly disorganised because its members did not sufficiently realise themselves as members of a body corporate working for the good of all to wish for organisation other than that organisation, outwardly and arbitrarily imposed, which divides a school into houses, arranges time-tables and lessons, declares when holidays shall begin and when end—routine organisation, in short.

That phase is ended. The school has demanded organisation; it has grown up suddenly, and demanded that we shall show it how to be neat and clean, orderly and civilised. It has demanded also that we shall set its feet upon the road to grand adventure.

It began with the prefects. A month ago they emerged. Some of them had worn prefects' caps and had the right of entry to the prefects' room ever since last September—but for all that, until a month ago, there were no prefects in the school.

Then one day they realised that they were prefects, and must have wondered why. So they elected a committee and requested it to draw up a list of their duties. The committee invited my help, and I gave it as generously as I could, having waited for this moment through many weary months.

We have now a school captain, a captain of games, four house captains, and four junior prefects. The powers, privileges, responsibilities, and duties of each are set down on paper, and have been published to the school.

Of course, there have been lets and hindrances, and there will, no doubt, continue to be for some time to come. The prefects have realised themselves; the school has now to realise the prefects. A full prefects' court sits weekly with the head master in the chair, and the offender against prefectorial authority, be he big or small, has the error of his ways kindly but firmly pointed out to him. It says much for both prefects and school that these offenders are few in number.

You may think such a procedure savours of arrogance and carries in it the elements of danger in that the prefects may become overfull of a sense of their own importance. Perhaps it will encourage you to hear that they do not scruple to inquire into their own shortcomings; only to-day a house captain had to answer to a charge of neglect of duty.

This desire for true organisation has not ended with the prefects. The various committees appointed by the School Council are inquiring into the scope of their duties and their powers, both administrative and executive. The houses, too, have appointed their committees, which are organising for the benefit of their members and for the good of the school.

The total result has been a perceptible raising of standards. The happiness, the enthusiasm, the glad spirit of adventure which we felt from the start remain our most treasured possessions, but their value is becoming enhanced because we are all beginning to feel that we have guiding lines, that we are becoming closer knit, that one knows where to turn in time of difficulty, that there are policies and leaders emerging on every hand.

We are, I feel sure, selling more than organisation; we are selling tradition, pride, self-respect, ideals. We are underpinning and making secure for posterity the great, glorious, chaotic structure that stuck itself together during the first two terms.

If I were to have to crystallise our aims in this work I should express them in the words, "Freedom and Formality." "Let all things be done decently and in order," as St. Paul said—in order that the greatest number of the best possible things may be done in the finest conceivable ways.

My time is up—it always is these days—but in my next letter I will, if you wish, explain a little more in detail some of the lines along which our organisation is moving. In particular, I will try to define our method of "Graduation." Do you know what I mean by that? Yes, it *has* to do with the taking of degrees—but there are no hoods!

Yours ever,

G. S.

"OLD LAMPS FOR NEW."

BY GORDON LEA (Author of "Radio Drama," &c.).

I suppose it was my fault.

But remember this: my action was inspired by the best of motives. That sounds better than saying that I meant well.

There was a war on and we all had to do something. My something was (at first) to help in a Grammar School. I was later called upon to do many other, much more strenuous and much less pleasant, things to make up the quota of my bit—but that's another story.

The work was voluntary, which meant that I had a little more latitude than the other, merely hired, masters of the establishment. Amongst other things, I was made responsible for the English in the Fifth Form. This pleased me, as I am a genuine lover of Shakespeare.

So, donning my gown and perching my square on the back of my head, as I remembered my own Form Master used to do when I was in a Fifth Form, I stalked—I think that is the correct thing to do in a cap and gown—I stalked into the Form room, my mind in a pleasurable glow at the prospect of inculcating in my charges a love of the immortal bard.

"Which of the plays are you doing this term?" I asked.

"'Twelfth Night,'" came in disjointed chorus from the class.

"Good. Well, then—who is the head of the Form?"

Sheepishly rather, one, Totten, admitted that this was his doubtful distinction.

(I forgot to say that it was a very athletic school.)

"Very well, then, Totten. Yours will be the pleasure of telling us all the story of the play. Use your own words and tell it how you will."

Surprise, a very large surprise, registered itself on Totten's face, an emotion which was copiously reflected in every other face.

"I'm sorry, sir," he stammered in confusion; "I didn't know it had a story."

"But you've read the play?" I demanded.

"No, sir."

"Do you mean to tell me that you have been working at it now for—let's see—a term and a-half, and you haven't read it?"

"We haven't finished the First Act yet, sir."

!!!

It was true.

I gathered that he who had been before me responsible for the English of the Form had made them study, carefully and meticulously, each archaism as they came upon it, tracing laboriously

each root, till the lesson resolved itself into a sort of "Hunt the Root" maze.

I took a sudden decision.

After all, I love Shakespeare.

"I'm afraid my methods are a little different," I said. "We'll leave Shakespeare for this morning and I'll tell you some stories instead."

And I did. I told them a fascinating tale about a shipwreck and an enchanted island—about dukes and fairies—a beautiful maid and a monster—and much magic. They listened spellbound and, at the end of it, one, bolder than the rest, voiced what seemed to be in all their minds.

"Please, sir, will you tell us the name of the book, so that we can read it for ourselves?"

"With pleasure," I said with a smile. "That's the story of 'The Tempest,' a play by one William Shakespeare."

The Form looked frankly incredulous, and one or two of the boys winked at their neighbours, as who should say:—

"Tell us another!"

My hour was up, so I gathered my books together and turned to leave the room.

"Oh, by the way," I said, turning round in the doorway, "you are all invited to tea with me in my diggings this afternoon after school. You know where I live, No. 5 Yond Street. I've no doubt my landlady can achieve something in the way of jam, though, as you are probably aware, 'cakes and ale' are a little scarce just now."

A chorus of "Thank you's," with an odd excuse, signified the fact that most of the Form would attend on me as suggested.

Then, as an afterthought, I said:—

"Bring your copies of 'Twelfth Night' with you."

Then I fled before the look of hurt indignation in their offended eyes.

Tea was a merry affair, and only when the last slice of bread had disappeared did it finish.

After tea I made them squat round the fire, and I allotted to each of them characters from the play, doubling in certain cases, as there were not so many boys as characters. I took a part myself. Then we started in and read through the play, as though we were a company of actors at a reading-in.

At first they read sheepishly, very self-conscious, especially at the love episodes. But when the school full-back began to roll off his tongue the rich droleries of "Sir Toby Belch" the thaw set in, and the later scenes went with a real swing.

It was clear, when they took their leave, that they had thoroughly enjoyed themselves.

The next day, when I went into the school to take Shakespeare, I found a class of boys eager to get

on with it. At the end of the lesson Totten rose in his seat and, nervously clearing his throat, acted as delegate.

"If you please, sir, I've been asked by the Form to ask you if we—er—may come again and read another play some time soon? We don't want your tea, sir—I mean, sir, it's not a tea-party that makes us ask. But we enjoyed last night so much that we should like to do it again. Any play, sir, that you care to choose."

I was delighted, and for three weeks we read as many plays—"As You Like It," "King Lear," and "Macbeth." Then it came to a sudden stop.

The Head Master sent for me.

He expressed himself as being delighted at the interest I took in his boys, and he had no doubt that these informal readings were productive of great good. But—here he became very impressive—did I know that I was taking a grossly unfair advantage of the absent English master? He did not teach in that way, nor would he want to alter his methods on his return, if the fortune of war decreed that he ever should return. He was quite sure that I had meant well, but, of course, I hadn't realised how much I was hurting the absent one by doing more for his Form than he had been used to do, or ever proposed to do—and much more in this strain, till I came to the conclusion that I had been guilty of a very grave indiscretion.

I apologised to my temporary head for tempting my Form to enjoy eating of the Tree of Knowledge, and I cast myself from his academic Eden before I wrought any further havoc.

London Amateur Dramatic Festival (1930).

The British Drama League held a successful competition in March and April of this year among such Amateur Dramatic Societies in the metropolitan area as are associated with schools, boys' clubs, girls' clubs, old scholars' clubs, settlements, and the like. It is proposed to hold a similar competition next year. Societies which are up to the standard of the National Festival of Community Drama are excluded, but all other societies are invited to compete. The competition is divided into an adult, an intermediate, and a juvenile section; and trophies, to be held for one year, are offered in each section. Copies of the prospectus, including the rules and conditions of the competition, and a list of recommended scenes, will be sent on application to The British Drama League, 8 Adelphi Terrace, London, W.C.2.

IF CHILDREN WERE IN PARLIAMENT.

By MAY ERVANT, B.Sc.

It is not a far cry from twenty-one to twelve. Miss Twenty-one has had her say for the first time. What if her younger brother and sister had their say too! Few of them would shrink from it, if one can take the efforts of a class of upper children in a school in a mining district as typical. Only one has expressed doubt as to his ability to deal with the affairs of the nation. "I am not clever enough," says he, "and have a simple mind."

If the older children went to Parliament, what are the things they would work for? Let them tell you. You will find that for them "Politics" is "Social Reform"—they see so many things around them that cry for remedy.

The most pressing need to them is that of work for the unemployed. They think it within the power of Parliament to find work somehow, even if it is by "giving money to colliery owners to keep the pits open," the dole is for the owners, but work and wages for the miners.

Another urgent need in the children's eyes is for more and better hospitals and homes for orphan children. They insist that these homes shall be beautiful, to make the children happy.

They are unanimous in demanding that slums should be cleared and nice clean homes provided. Then they want better schools for themselves, more books, and a chance to gain knowledge. Some even demand that "every child of a working-man should go to college."

Most children would work hard to prevent war and revolution; some would support the League of Nations, and one is very definite in his proposals: "I would give the League of Nations a battleship and some soldiers, and put ourselves in their hands."

Sidelights on home conditions are the pleas that drinking shall be stopped or, at any rate, lessened, and that "children should not have to go out at night to sell newspapers."

That the children claim a "place in the sun" is shown by their demand for better roads and playing fields; they want better houses, with baths and electric light; some want a telephone.

A few think that men can be made moral by Act of Parliament. They would "stop crime," "stop quarrelling," "stop swearing," "stop robbing birds' nests," "protect dumb animals," "stop white slave traffic," and—pathetic delusion—"have colleges to make men good."

It is curious to find that only a very small proportion would work for "their section" only—their sympathies are wide. Better wages and shorter hours for the miner, with no overwork, care for the aged and destitute, and a chance for all—not a bad programme.

SOME EXPERIENCES OF A TEACHER.

BY ROBERT MCLEAN.

To the onlooker the life of the teacher may seem very dull and uninteresting, but the fact is that this is one of the most interesting and congenial professions. The teacher passes all sorts and conditions of children through his (or her) hands, and if he has not ample opportunities for studying child psychology nobody has. He is a sort of second parent to his pupils, and plays a much more important part in the moulding of the children's characters than is generally assumed.

To the teacher who is also a student of child psychology (and it will be generally agreed that every teacher ought to combine these two) the pupils are invariably interesting. They are so simple and unaffected—so sincere and natural—in everything they do and say that one cannot help loving them, despite any unpleasant qualities that go to their make-up. It is this naturalness and entire absence of affectation that renders any funny thing they may say or do so brimful with humour.

I suppose no classroom, no matter how few the number of pupils, is without its funny incidents. Following are some (humorous and otherwise) that occurred recently in one of the classrooms of a school in the West of Scotland.

There are in this particular class two brothers who, although twins, are entirely different in appearance and temperament. George is dark, robust, and wild, and Jim is fair, delicate, and very reserved. George is continually "putting on superior airs" before his brother because of the fact that he is an hour or so older than him. One morning he informed me that his brother would not be able to attend school that day as he had met with an accident which necessitated a visit to the infirmary. On my requesting him to tell me the nature of the accident and how it occurred, he said:—"Well, sir, Jim and me were playing at soldiers, and Jim had a flower-pot cover on his head for a helmet. He wouldn't march the way I wanted him, so I pushed the flower-pot cover down over his head to his neck, and . . . father and mother can't get it off. So they've taken him to the infirmary to get it broken off." The operation must have been entirely satisfactory, for on the morrow Jim presented himself looking none the worse of his adventure.

A very interesting romance began in my classroom. One morning, just shortly after I began teaching, one of my girl pupils approached me with the complaint that a certain boy in the class had met her as she was returning from a farm with milk and told her that there was a hole in the bottom of her can. Without thinking, the girl had reversed the can to ascertain if there was indeed a hole, with the result that the contents were spilled

upon the ground. Although I knew this to be outside my domain, and that it was a case for the boy's parents, I nevertheless determined to say a few words to him on the subject. What I said must have impressed him, for I learned later that he had apologised, and that the two children were good friends.

More than twenty years later, as I was leaving the school, a young man and woman approached me. "Excuse me, sir," said the young man, "do you know us?"

The faces were indeed familiar, and although I felt fairly certain that they had once been pupils of mine I could not recall their names. "I'm afraid I don't know your names," I replied, "although your faces seem rather familiar. I have certainly met both of you before."

"Well," said the man, "I'm the person you once had occasion to reprimand for playing the trick on a little girl as she was returning from a farm with a can full of milk, and this"—indicating the young lady who stood beside him—"is the girl who was the victim of my joke. She's now my wife. I may be late, but I've come to thank you for your words of advice to me then. I've taken them to heart—and married the girl."

In my long experience of children I have been called upon to solve many strange problems and answer many strange questions; but probably the question that I found most difficult to deal with satisfactorily came from our little friend, George the twin. Handing me a slip of paper on which were printed the words *Tempus fugit*, he said:—"That's what written on the face of our new clock. and when I asked father what they mean he told me to ask you, and sent me to bed." "That is the Latin for 'Time flies,' " I informed him. A pause while the large eyes of the boy rested on an object in the classroom that would be for ever associated with the information he had just received; then:—"But, sir, what is time? Is it what's inside the clock?" Alas, my masters, I could not give the true answer to that question. My definition (that it was the "thing" we measure incidents by) left much to be desired.

In the many thousands of boys that have passed through my hands I have found, amongst the "bad" ones, only a very few to whom kindness was not a more powerful incentive towards good than the more drastic methods. I have almost invariably found the tongue mightier than the lash, for it is my opinion that there is much goodness in every boy (no matter how "bad" he may appear to be), and that it is the teacher's job to find it and nourish it until it overcomes the "evil" in him.

In this connexion I recall one boy, the good in whom appeared to be infinitesimal. His "speciality" was a desire for other people's property, and it was positively unsafe to leave anything lying about in the classroom. That he was a clever thief was evident from the fact that it was only by using the most subtle methods that I succeeded in bringing his thefts home to him, and that only on three occasions did I manage to bring a confession from him.

On one occasion I missed my watch. It was my custom to leave it on my desk, and on this occasion I forgot to take it with me as I was leaving for lunch. Although I had not the slightest doubt as to the thief I realised that I might find it rather a difficult matter to bring it home to him, as there would not be any likelihood of the watch being found on his person in the event of a search being made. Nevertheless, I made the thief confess by the following method.

Acting on the assumption that there is in every boy (no matter how "bad" he may be) a strong sense of chivalry, I took one of the girl pupils out before the class and informed them that if the thief did not own up I would thrash her. (It is, of course, unnecessary to add that in the event of my ruse failing I should not have thrashed the child.) I would give him exactly one minute to own up, and if no confession was forthcoming. . . .

Less than thirty seconds of the minute had hardly passed when the boy referred to stood up and confessed. "Bad" as he was he could not see an innocent girl being punished for his misdemeanour.

That afternoon, when the rest of the children had gone home, I had a quiet talk with the thief.

"Tell me, Johnny," I asked him, "why do you take things that don't belong to you?"

"I—I don't know, sir," stammered Johnny. "When I see something I want I just can't help taking it."

"Well, Johnny," I advised him, "next time you feel your right hand going out for something that doesn't belong to you give it a good hard slap with your left hand, and you won't take it. I know you can do this, and you're going to prove it to me. I'm going to place you in charge of everything in the classroom—my watch included. You understand, Johnny; I'm electing you as keeper of everything in the classroom, and I know that you are not only honest yourself, but that you can keep other children from stealing things."

And that brought a complete reformation in Johnny. The knowledge that I trusted him, combined with the responsibility that I had given him, made him an honest boy.

Johnny is now a prominent business man in Glasgow and an ideal husband—at least so his wife assures me.

LEGAL NOTES.

Schools and Income Tax.

A case of some interest, not only to the Girls' Public Day School Trust, Ltd., was before the Court of Appeal last month. The Wimbledon High School, one of the schools belonging to the Trust, claimed exemption from tax under Rule 6, Schedule A, of the Income Tax Act, 1918. The Income Tax Commissioners had held that the school was entitled to exemption, but on appeal by the Crown, Mr. Justice Rowlatt reversed their decision. The Court of Appeal has upheld Mr. Justice Rowlatt.

What is a Charity?

Mr. A. M. Latter, K.C., for the school, argued that, under the Income Tax Acts, "charity" meant something more than mere eleemosynary gifts for the relief of poverty. The question to be settled was: "Is the school run for a profit?" If the fees were fixed on a profit-earning basis, the inference was that it was being run for a profit. In this case the fees did not bring in a surplus over expenses, and the deficiency had to be supplied out of public funds. The Commissioners therefore were entitled to say the school was run from the point of view of a public undertaking, and not as a profit-earning concern.

The Position of the Shareholder.

The Master of the Rolls pointed out that the Trust, incorporated in 1872, had an authorised capital of £200,000 and had to make returns as a limited company. The shareholders were entitled to a dividend of 4 per cent. on their shares, and in certain circumstances to the repayment of their share capital. Every possible credit was due to the Trust for the manner in which they conducted their business of providing a good education to those admitted to the school; but the fact remained that the school did provide a dividend for the shareholders.

The Essential Condition.

Lord Justice Lawrence said it was essential for the claim to exemption that no person concerned in the management or ownership of the school should receive a personal profit out of its conduct and capital. Lord Justice Slesser—this was his first judgment after his appointment—said it was impossible to hold that the Trust was not run for the purpose of the emolument of the shareholders. The difficulty arose from the fact that there was no definition of public school in Rule 6, which referred to colleges, hospitals, almshouses, and similar institutions. He imagined that something of a real public nature was intended, in which there was no private profit to the individual. The Privy Council had held that a school carried on for private emolument could not be regarded as a public school within the meaning of the Act.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

VII.

The School Concert.

In nearly all cases the school concert becomes a lesson and training in self-expression, and sometimes, more deliberately, a centre of creative work. It will be illustrated here by the story of "The Book of the Monnow Concert," which was "published" by the school in December, 1927—about 700 of the 2,000 being sold at 2d., covering most of the cost of printing.

In the February of 1927 a sketch of the intended concert was entered on the first page of the record thus:—

(1) Half-a-dozen new songs, the words of which were already written. These were to be set to music. Of these four were sung at the concert nearly a year later. They were the work of four members of the staff, one being responsible for the words and three for the musical settings.

(2) A play in French.

(3) A play in English.

(4) A "baby-grand" opera, "The Village Maiden," by the staff.

The French and English plays need some description. For the French play about a score of boys signed their names in the record book as undertaking a share in the task. The plot of the play was given to them in English. Briefly, it was this: A class of boys in a French school is visited by an employer who wants to engage a young clerk with a knowledge of English. In the course of the interview a boy who has lived for a while in England—in or near Old Kent Road—and has acquired a marked Cockney accent, is accepted. The scene ends with "La Marseillaise."

The boys were fifth-year Central School boys, who were leaving to take up posts. By the autumn only three remained. This had a bad effect on the progress of the play, which was largely the work of one boy. It was far too long, and had to be cut down by two-thirds—chiefly by the excision of long speeches. It was corrected by the Senior French Master, and put into rehearsal. The boys were given some hints and instructions in stage-craft, but the acting was chiefly their own. That is, they were not told "Do it like this," and asked to imitate. They were given the general idea of the character to be represented, and left to develop it in rehearsals. Care was taken, if any "specimen" acting of a passage were done, to act it in three or four different ways, one immediately after the other, to check any mere imitation. The result was good. An audience, of which only about 1 per cent. under-

stood French, was kept interested for a full half-hour.

The English play had a different history. A score of "Technical Side" boys (fourteen to fifteen years of age) undertook to write plots of plays. Each boy copied his plot in the record book: fifteen in all, for one boy withdrew, and others formed partnerships. Not one of the plots, however, was good enough for further development, and this was announced at the next gathering round the big table in the head's room. The plots were nearly all (1) school stories, (2) knock-about farces, or (3) mystery, crime, or detective stories. Love interests were faint and few.

After a general dissertation on the various plots a fresh attempt was suggested, this time in the form of writing a complete one-act play. About ten days later four plays were offered, written by individuals or groups. At the next meeting the authors read aloud their plays to the whole group, and a vote was taken on them—the head did not vote. It was unanimously agreed (a) "The Butler's Mistake" was the most promising of the plays, and (b) that it needed further work: sound decisions, both. There were five revisions made, by groups and by single boys, and the original author was not called in to take part until the final (fifth) revision. The final result was successfully played by the author (who, like Shakespeare, took a minor part in the cast) and his collaborators.

There is one phrase in the play, as printed and acted, that did not originate with the boys. Three "crooks" appear in the story, and one boy suggested, in a round-the-table discussion, that they should be made "different." The suggestion was welcomed, and one of the group proposed an "optimist" and a "pessimist" crook. For Number Three they remained stuck. Whatever is the Number Three of an optimist-pessimist series? Then the head waived his rule of non-interference, and, remembering the Parasite in "The Insect Play," he suggested that the Number Three "crook" might say to the optimist and to the pessimist alike: "That's wot Oi sez!" and this was adopted.

It will be seen from this account that, at one time, both plays were in danger of being stillborn. The final production gave no suggestion of the hazards of the experiment; and the next attempt, this year, shows exactly the same dangers and uncertainties, supported only by that ancient attitude of faith: "Well, we have done it once." But one needs a continual supply of faith in one's theories to drag them into the hard light of realities.

SCHOOL SPEECH DAYS.

BY "OLD BLUE."

The columns of the press are at this time of the year full of accounts of Speech Days. We see reports of speeches by distinguished men discoursing seriously or humorously, according to their bent, on school life and educational affairs. Seldom is anything of an original kind said on these occasions. Many of the serious utterances are little better than platitudes, while those meant to be humorous are scarcely calculated to make Speech Day an impressive occasion.

Laudator temporis acti is often used in contemptuous reproach, but only because of the widespread heresy that what is modern is superior to everything that was done in bygone days. But in spite of "an enriched curriculum" and other vaunted marks of progress it is possible to maintain that school life forty years ago contained much that deserves to be brought into school life to-day; certainly the Speech Day in at least one great school of that time might well serve as a model for all Speech Days. It had none of the flippancy that seems more and more to mark the modern Speech Day, nor did it offer an opportunity to a visitor, however eminent, to give advice or to lay down the law on the science and art of education. But it did one thing which few Speech Days in the present age even aim at doing: it created a sense of dignity in every boy in the school. There was a majesty about it that orations by Cabinet Ministers or performances of scenes from Shakespeare cannot give. Moreover, it was the School's Speech Day, and not a word was uttered save by the boys themselves. It was their day and they filled the scene, not even the Head Master taking any part in the proceedings. Speech Day at Christ's Hospital under the rule of Richard Lee showed what a Speech Day might be.

Staleness was the order of the day; even the cheers at the end (the last one being "for our noble selves") had a splendour about them which fitted well the dignity of all that went before. The music, both of choir and band, was solemn, and the organ interludes between the recitations were charmingly appropriate. The speeches—Greek, Latin, French, German, English—were selected from famous authors, and each of them was chosen, with care and skill, for its bearing upon some public event in the past year. The last speech was the English Oration, composed in faultless diction by the Head Master and delivered as a rule by the Senior Grecian, but only when he was thought capable of doing justice to the threefold task of welcoming the Lord Mayor, of reviewing the work of the school year, and of recording the successes gained and the honours conferred.

Speech Day in that era was the last day of the term (as it should always be), and therefore all the prizes for the term were given, the year coming to a climax happily and with dignity. No names were called out and no time wasted, for the names of the prize winners were printed on the programme, and at the appointed time the procession passed up the hall. Only once was a Lord Mayor known to attempt to address the boys as he handed them their prizes, and he was cut short by the Head Master's firm rebuke: "No speeches, my Lord Mayor."

Recollections of these ceremonies aroused in me a spirit of criticism at a recent Speech Day at another school. Everything was in contrast to what I used to regard as the natural order of things. Term was still going on, and the examinations had not begun; the prizes, therefore, were those gained a year ago, and this gave them a certain staleness. But what most called for censure was the absolute ignoring of the boys. There was a service in the school chapel, it is true, but only a few of the boys were present, most of the seats being filled with parents and friends, the chapel being too small for a Speech Day service. But at least one might have expected that some function would have been given to the boys in the hall. Yet they did nothing either in the way of singing or reciting, though their talents qualified them for both. The Head Master reviewed the life and work of the previous year in a lengthy speech that was full of humour, but entirely devoid of the dignity that the occasion demanded. After the distribution of the prizes the "usual" speech was made by the distinguished visitor of the day, who, to the Head Master's manifest annoyance, asked for a whole holiday for the boys.

The impression created by this Speech Day was that an opportunity had been missed, if not sadly misused. But this is the impression one gains from nearly every report of similar proceedings. Speech Day, if it is to fulfil its purpose, must be marked by dignity from beginning to end; it must, above all, be an occasion for revealing the stuff of which the school is made, the quality of its work, the nature of its life. Speech Day should never be an opportunity for a stranger to air his views, it should be the great day of the year on which the school shows what it does. If a distinguished visitor is invited he should come as a spectator and an auditor; no speech should be expected from him or permitted to him. It would be well to follow the ancient rule at Christ's Hospital and let the school year be reviewed by the captain of the school; the head master may write the English Speech, he should never deliver it.

THE PRE-SCHOOL CHILD.

The Case for Nursery Schools.

Everybody knows, from the outside at any rate, those products of the nineteenth century called Elementary Schools, with their three entrances for "boys," "girls," and "infants." During this first quarter of the present century doctors, psychologists, teachers, philanthropists have been finding out things about education and about children, and we have begun to discover that the tripartite classification is by no means adequate. Ideas about the organisation of schools have undergone great changes, and the ignorant notion that education means "a drawing-out" has been supplanted by the saner one that it means, and can only mean, "a bringing up." Two years ago an unofficial body of inquirers published, in "The Next Step in National Education," a valuable report which demonstrated the urgent need for making better provision for the "bringing up" of boys and girls after the age of eleven. The same committee, with Mr. R. F. Cholmeley, C.B.E., M.A., as its chairman, have lost no time in tackling the other end of the problem. In their book, "The Case for the Nursery School" (George Philip and Son), they attempt to discover under what conditions the children who come into the elementary schools are to have a chance of profiting by any education whatever.

Since 1900 there has been a steady decline in the number of children attending infants' schools between the ages of three and five. In 1926 out of an estimated child population (three to five years old) of 1,413,217, there were 181,492, or a percentage of thirteen in attendance. Add to this number the 1,507 in nursery schools and the 3,364 in day nurseries, and the total, 186,363, subtracted from the number of children ages nought to five years, leaves about three million children outside the purview of any institution for education and nurture. Restrict the figure to the ages of two to five years, and the number is about two million. Sir George Newman has stated that a-quarter to one-third of the children admitted to the elementary schools at the age of five need medical treatment. That is the case for the nursery school in a nutshell. The School Medical Service has far too many "damaged goods."

In 1905 the Board of Education published the reports of five women inspectors on the position of children under five years of age in public elementary schools, and in an introductory memorandum it was stated that "children between the ages of three and five get practically no intellectual advantage from school instruction." In 1907 the question of the attendance of children below the age of five was referred to the Consultative Committee of the Board. The committee stated that, in their opinion, the proper place for a child of three was at home with

its mother—if the home was satisfactory—or at a "nursery school," which should, as a rule, be attached to public elementary schools. "The ideal institution for younger infants will," they said, "as a rule form an integral part of the Public Elementary School System." The Act of 1918 (Section 18) gave power to authorities to supply or aid the supply of nursery schools, but it was plain that an institution was contemplated as separated from the elementary school. In 1919 a set of Grant Regulations was issued; but in 1925 the divorce between the nursery school and the infants' school was made complete by abandoning the separate issue of Nursery School Regulations and including them in the Regulations for Special Services. Thus it has come about that, while the nursery classes attached to infants' schools come under the Elementary Code, nursery schools are administered under the Regulations for Special Schools. This separation of the nursery school from the main and normal stream of education Mr. Cholmeley's committee regrets.

But that is only a small part of the "case." The fundamental problem is—what should be done for the two million children between the ages of two and five who are in need of care? Assuming there are 600,000 in each age group and bearing in mind that one-quarter to one-third of each group are in need of medical attention, the aggregate number of children between two and five for whom provision is urgently needed is well over half a million. Yet in 1926 there were but twenty-six nursery schools, eleven established by local education authorities and fifteen by voluntary committees, with a total accommodation for 1,367 children! If, as is universally recognised, the first years of a child's life are of profound importance, this meagre attempt at supplying the needs of the child population is pitifully inadequate.

The value of the nursery school and nursery school conditions and methods is beyond dispute. Anybody who reads this book must be impressed by the evidence, pictorial and otherwise, that it contains. The finest results are mental, not physical. And it is because this committee realises that no national system of education can be adequate that leaves out of account the very early years of children, that they recommend that the provision of nursery schools by authorities should no longer be merely permissive but compulsory. All new schools for children under seven should take the form of open-air nursery schools, and, wherever possible, existing infants' schools ought to be replaced by new buildings, or provided with the amenities desirable in nursery schools. These are bold recommendations, but if the case is proved, they logically follow.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

July 1849.—*The Three R's not enough.*

"It has always appeared to us that in the education of the lowest order, whether on the National, British, or any other of the systems adopted broadly in this country, too much attention has been given to the means and form of instruction, too little to its end. Charity children are taught, sometimes successfully, to read, to write, and to cipher; but little instruction, or rather none, is given them as to the objects on which these talents are to be exercised when acquired, and as a necessary consequence of the absence of all training of the taste and of the intellectual appetite, it batters chiefly on the really loathsome and poisonous offal of a cheap literature, which is made to suit their coarse and uncultivated tastes by appealing to those emotions which are most gratifying to a grossly sensual condition. We are of opinion that a sound system of education for even the lowest orders would direct attention chiefly to the formation and development of the moral and intellectual faculties, and would place the acquirements, even the most elementary, such as reading and writing, in a subordinate position. We conceive that such a plan would not only be most efficacious in its results, but that it would actually prove the easiest of application. We would, therefore, commend the extensive use of lessons on objects, and even of experimental lectures, as preliminary to the primer, the reading lesson, and the everlasting slate-work. The result would be that, on emerging from the schools, children would be prepared to enter with intelligence and interest on subjects which at present are sealed to them; and as the demand for any commodity promptly causes a supply, the cheap literature would quickly assume a more healthy tone; and instead of demoralising the youthful population, as it now does, it would become a powerful agent in the moral regeneration of that portion of society. We should therefore gladly witness the combination of an *industrial* culture with those theological and literary elements which now constitute 'national education.'"

The Duke of Devonshire Prize.

The subject for this year's "Duke of Devonshire Prize" Competition is: "How best can the Empire be made self-supporting in its food supplies?" The prize (first, twenty guineas; second, ten guineas; and third, five guineas) was established in 1909 in memory of Spencer Compton, Eighth Duke of Devonshire, the first President of the British Empire League. The competition is open to boys of all the leading public schools in the country.

THE MAGPIE MOTH, OR CURRANT MOTH.

This is one of the commonest of the British moths and of unusually varied colouring. The wings are mottled with black, white (or cream), and yellow. But the moth may be nearly black, or almost white: with the dark spots large or small, intense black, or modified to pale grey.

The caterpillar has the same colour scheme, and much the same variations, the chrysalis being also conspicuously banded with black and yellow.

The eggs are laid in July and August, and remain dormant a short time before hatching. Each is placed singly on a leaf, which is frequently that of a black currant or gooseberry, though other plants may suffer. The caterpillars hatch late in August and are inconspicuous, being small and dark. They grow slowly, and in the autumn fasten together the edges of the leaves on which they rest, to make a case in which they are protected from cold and storms.

The moth belongs to the family of the *geometers* or earth measurers, the name being taken from the caterpillar's shape and consequent manner of walking. Near its head it has six legs, which, modified, will persist through its changes. There are no more limbs on its body till the four claspers, or pro-legs, near the tail end, of which the perfect insect will show no trace. In walking, the body is outstretched, the fore-legs set down, and the hind-legs placed near them, which forms the middle of the body into a loop. From this habit the family takes its name of "loopers."

When the young buds open in the spring the little caterpillars emerge from their retreats and feed, sometimes stripping the bush of its leaves, to the serious detriment of its future prospects. When disturbed, the caterpillars fasten a thread to a twig with the mouth and let themselves fall nearly to the ground, afterwards climbing the thread back to the twig.

Birds will not eat these caterpillars, nor, it is said, will toads; but the ichneumon flies, and some others that belong to the order of the *hymenoptera*, lay eggs in their bodies, with sharp-pointed instruments known as ovipositors. These hatch and feed on the less vital parts of their victim's interior until they are full grown, when they may burst its skin and expose a number of small cocoons and almost nothing more. Over 90 per cent. of these caterpillars are supposed to suffer from the small black flies, fortunately for the fruit grower.

Spraying with insecticide may be done in autumn to destroy the young caterpillars; but if they are carefully hunted in May it may be sufficient in small gardens, especially if moths seen later are caught at once and destroyed.



THE MAGPIE MOTH
(*Abraxas grossulariata*)

Drawn by Winifred Brooke

AT THE HEAD MISTRESSES' CONFERENCE.

BY OUR SPECIAL CORRESPONDENT.

By invitation of its retiring President, Miss Lowe, the Head Mistresses' Association held its annual meeting in June at Leeds High School. The city offered a civic reception, and the great parish church a special service. It was, unfortunately, impossible to accept also a welcome offered by the university. Some 350 were present out of nearly 600 members.

Though the titles of papers varied, one underlying idea dominated all discussion. Through increasingly differing methods, varied conditions of work, even differences of view and opinion, the many merge now into the one. Of whatever social class and in whatever circumstances the girl of to-day has to be prepared for new responsibility and opportunity, in professions, in citizenship, and in the home, and the secondary school stands now in the limelight. Everybody is interested in education, and for the vast majority of the young womanhood of England some type of secondary school will lead through adolescence to the time of passing on to advanced study or to that education which consists in faithful fulfilment of the work of life. Miss Haig-Brown's paper on "The Philosophy and Function of Examinations," Miss Stoneman's on "The Ethics of Marks and Prizes," and the two fine essays of Miss I. M. Drummond and Miss D. L. Walker on "Training in Mental Honesty" brought a dry light of criticism and questioning to bear on character and training. Miss Morison's paper on "The Problem of the Distribution of Women and Girls within the British Commonwealth" carried on these thoughts into the question of fitness for response to the call of the Empire. Even the President's address, which put the question: "What would the Brontë sisters—children of the neighbouring moors—have thought of our present-day education of girls?" fell naturally into the same channel of thought.

Miss Haig-Brown spoke of a certain uneasiness on the subject of examinations. Are they, after all, an integral part of education, or merely a parasitic growth? The history of sixty years would seem to show in them something of value; certainly no satisfactory alternative has been offered by their critics. For the school a test is invited from an external and impartial authority to prove its capacity to work out its own salvation. To the candidate—granting the danger that mere smartness and even a certain low cunning might be produced—the test of ability to make and maintain contact with subjects, and of readiness or not for a further stage. But nothing should be relative to the work of others. The gain of one should not be at the cost of loss to the many, nor should loss come to the individual from failing to defeat others. In the

First Examination Miss Haig-Brown would propose a consideration by elementary and secondary teachers and inspector. In ordinary examinations there are temptations to intellectual dishonesty, teachers teaching towards an examination, children trying to find replies that might be liked, and there is truth in Sir W. Raleigh's gibe that questions are asked by those who do not want to know of those who cannot tell. There might be a plan of considering a portfolio of finished work together with the school record as a comment upon this.

On marks and prizes Miss Stoneman said that not all the young of the human species are "hydroptic with a sacred thirst," though this may be fierce at about eleven. Parents expect the school to teach their child to work, and some test of Jane's work may be useful for Jane, her parents, and her teacher. The head mistress of a large school had not the resource of the motorist who, when she broke her speedometer, judged her pace by policemen's faces. Hard work in a subject may create interest in it, and there may be even a place for the competitive prize as a moral training in the conquest of jealousy at another's success.

Miss Fisher said that her school had for motto, "Not for myself but for others," yet she had to spend money on prizes. She translated marks into letters, and turned prize-giving into speech-day. Another speaker maintained that the prize gave a girl from a poor home a book to possess and re-read, to which Miss Moberley Bell replied that a desired book might well be given to a deserving school-leaver, and two speakers gave the view of their own girls that prizes and marks made them "catty."

Miss Drummond spoke of mental honesty as consistency to one's own vision of truth. The teacher's business, she held, is not to mould, which may be to deform as with Chinese shoes or Victorian corsets, but to provide material for growth. Hurry and cram led to acceptance of unrelated facts—the girl of nineteen crammed with undigested information could not go further in study—of results of the experiments of others, of second-hand opinions, and the statements of text-books do the mischief; incompetence in the use of language makes further confusion. Slow, thorough work in science, art, in which the young often express themselves better than in words, and a critical attitude towards sources of knowledge were remedies. St. Paul's prayer had point here, that love may abound in knowledge and all discernment. Miss Walker carried the thought on to Plato's valuation of accuracy and the many moral virtues taught in the effort to obtain it; love of truth, honesty, duty, self-respect

that will not allow anything but the best work, courage to correct mistakes repeatedly, humility because of them. She found in older girls a loss of the child's "almost terrifying" love of truth. Thought outruns speech, and mental dishonesty may begin with the lack of co-ordination of speech which causes "howlers." Thus "Cats have nine lives, which is not necessary because of Christianity." But we come to believe what we say. The catchword not only catches, but imprisons its victim. Pursuing the subject of muddle-headedness, the speaker suggested some of its causes. A want, first, of mental content, the older habit of teaching too many facts may be replaced by the opposite error of demanding that a child shall think when it has not enough food for thought. Then the child may come at eleven to a new environment without time to adjust itself to a new vocabulary. The "howler" given by another speaker is here enlightening: "The advantages of travelling are that you get to your destination sooner than you otherwise would." Thirdly, abstract thinking may be imposed too soon. The complaint that text-books use unsuitable language was justified by an extract:—

London stands where the natural routes of the plain come to a focus at the head of the navigation of the principal maritime entrance.

Muddle-headedness may also come as a result of teaching that strikes no answering chord of real experience, while the constant switching on and off of channels of mental activity may lay a wide pavement rather than a deep foundation on which to build, so that vagueness results.

It is hoped that these two papers will be printed in full. Discussion of the varied types of secondary schools held nothing controversial. Lifted, as Miss Addison Phillips phrased it, from the strain of dependence on fees and endowments to a modest affluence, each school may in some sense become its own type. Experiment is unlimited; she herself would rather lay out a course at its end than at its beginning. Mr. Baldwin hoped that education would free us from snobbery, but as yet the elementary and secondary school were to public schools as the Merchant Navy to the Royal Navy. The handling of subjects she felt to be more important than their choice; in the wrong hands classics may become dead bones, literature merely a hedonistic amusement. Untroubled freedom is needed for that projection of ideals which is the business of youth as the learning of good habits is that of the child. Religion, in the fine reply given by a head master to a question from Dr. Jack, should be taught through all subjects; in arithmetic by accuracy and truth, in history by humility, in geography by breadth of mind, in handicraft by thoroughness, in

astronomy by reverence, in games by fair play. Miss Bone raised an interesting question by asking what it might be hoped that a girl would carry away from her years in the small school of the small country town to illuminate a life that would perhaps be largely spent in selling buttons and elastic? Perhaps a love of reading, a hobby, a knowledge of architecture or botany that would fill holidays with delight? In an atmosphere charged with monotony her own mind could make Heaven, or Hell, or Limbo. As wife and mother would she be able to keep the respect of her growing-up family, and enter into its interests? In such small schools there is the advantage of a more possible personal knowledge of pupil and home, an advantage which was rather construed by another speaker as a drawback in the fierce light that beats upon the smaller entity, the village and its school. The mixed secondary school, except in some circles and some notable instances, is evidently not meeting with much favour. Parents distrust it, teachers find mixed classes difficult; the mere choice of suitable songs, Miss Wills said, was a problem. And the fact that upper work tends to be given to masters and that, as yet, only four mixed secondary schools are controlled by women, adds itself to a certain bitterness that attaches to that other fact that there is no woman Director of Education and that all the higher posts in the Board of Education are held by men. Speaking of the boarding school, Miss Steel felt that home life from various causes is less static, that town-dwellers were glad to send children to sea or country, and that the school needed to make up to the child for a certain loss in its learning the whole art of life. Parents were anxious to give their children the best, not least in the choice of a school. There was danger lest they should mistake the most expensive for the best.

Space does not permit of more than a mention of Miss Morison's paper on the emigration of girls and women, which raised the important question whether the fostering of a herd spirit, inevitable in the schools, prepares well for the facing of loneliness. Also whether adaptability and readiness to learn were being gained, and that spirit of adventure awakened which would not merely revel in the too rosily-painted prospect of open spaces and independence, but would gravely tackle real problems. In educational and social work great avenues were opening for women who would encounter grave racial and other questions. African chiefs seeking English teachers for their daughters and the young wives of their sons, health visiting elsewhere, a post offering at Lagos, a head mistress needed at Khartoum. The timidity of mothers stood in the way and must be conquered. "But do not let them go with the aim of uplifting anybody," cautioned Miss Hewitt.

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LETTERS TO THE EDITOR.

Language Teaching.

SIR,—I have read in the article by Mr. William Derry in your June issue that, in consequence of the requirements of the School Certificate Examination, the teaching of classics becomes so many periods a week of formal and dull grammar, of translation and of endeavours to translate English into Latin and Greek. I do not know when the "past" was that Mr. Derry mentions, but his description just fits in with what I was dosed with. No endeavours were made to explain the Romans and the Greeks. I thought all this had been changed, but it seems not. It was after I left school and engaged in science work, chiefly chemistry, that I turned back again to the classics and the French I had learnt. Upon my own account I got some inspiration about the Romans and the Greeks, the start of which should have been laid at school, but was not. However, the dull formal Latin and Greek grammar did me some good. It enabled me to acquire a reading acquaintance with four other languages without any outside help, and I now employ all of them for reading certain classes of literature in which I am interested.

In your advertisement columns I read Messrs. Nelson's announcement upon "The Teaching of French." It appears from this that much of the French teaching fails to elicit an interest in the language and the circumstances of our friends across the Channel.

I am in charge of the chemical department of a technical institution, and I have nothing to do with language teaching. My students are very largely those who have left school and take taken up some business. They are taking evening work or part-time day work. In consequence of the extension of the scholarship system by the educational authorities of the area from which we draw our students, I find that I am getting an increasing number who have passed a school certificate or some similar examination in which a language is compulsory. I often talk to students individually, and I generally find that the language is French. I always tender the advice that, whatever language was taken at school, it should be kept up. I preach the doctrine that everyone should have at least a reading acquaintance with some other language in addition to his own. As far as I can make out, I have never found anyone to follow it. I never find that anyone keeps up his French by reading French books. We have

language classes, French, and sometimes, when the minimum number of students can be collected, German and Spanish; but I am not aware that any of my students, or the students of other technical departments of the institution, attend these classes. I think the French students mainly want it to pass some qualifying examination, which should properly have been taken at school. This season German and Spanish collapsed, notwithstanding the supposed commercial value of the latter. As far as I can make out, our students who take French do not use it for the purpose of reading French books.

I have seen plenty of arguments against Latin. It is a dead language. A modern language, which has a commercial value, should be taught. I recently interviewed the head of a grammar school in another district, at which Latin, Greek, and French were at one time taught. He told me that Greek had gone, Latin was just surviving, and they were concentrating on French. The school was equipped in a good modern style with workshops, &c.

As far as I can see French is also a dead language to the majority of grammar school boys. They learn it at school. They use it to pass an examination, and then they drop it. My observations in the district to which my experience applies support the remarks of Mr. Derry and of Messrs. Nelson. How is it that the teaching of a living language like French fails to awaken in learners any desire to keep it up? From the nature of my experience I cannot supply an answer, so I put the question to those who are experts in teaching languages. I regret to see students throw away valuable experience they have gained at school, and with it the opportunity of understanding the world a little better than the person who can read only his own language.—Yours truly,
F. I. C.

Schools and Derating.

DEAR SIR,—Here is a concrete example of the effects of derating scheme upon businesses which are carried on in rural areas:—

In the year 1928 this Boarding School, with its playing fields and workpeople's cottages, paid, when the local rate was 5s. in the £, £27. 19s. 6d. for the six months (April to September). This year, although the rate is only 4s. in the £, the very same premises are liable to pay £42. 17s. (due to increased rateable assessment) for a similar period. The school is in a purely agricultural district, where all the farms have been derated. The school is actually 10 per cent. down on its numbers for 1928, but to relieve the generally prosperous farmer its rates have been increased to the tune of £30 a year.—Yours sincerely,
SCHOOLMASTER.

(Continued on page 250.)

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Training for the Clergy.

SIR,—With regard to the letter by "M. C. L." on this subject which appeared in your June number, there are one or two points which deserve attention.

Firstly, it must be realised that there are a great many aspects of the priestly life, and that in the nature of things these cannot be equally developed in any one man. We in England expect our clergy to be good preachers and teachers, good pastors and visitors, learned scholars and men of prayer, to be able to sing beautifully, and yet to be men who will find time to sit on innumerable committees and take the lead in all the social activities of the parish. Such paragons of all the clerical virtues are seldom met with in real life. The clergy often lack many of these good qualities, including sometimes the ability to teach well. This is unfortunate, but in certain cases undoubtedly true; the important thing, therefore, is to look for the cause of the evil, and to try to remedy it in the future.

It is a well known fact that the amount of instruction and preparation that ordinands are given in theological colleges is very much greater than was the case before the war. Nowadays no bishop will ordain a candidate unless he has spent at least a year at a recognised theological college, and in a large number of cases the candidates stay for two years. The standard of the examinations in theology is considerably higher than it used to be, but what is of chief interest from the standpoint of "M. C. L." 's letter is that instruction in teaching is almost invariably given, together with opportunities for "school practice" in the local Church Schools if desired.

There is no lack of vocations to the priesthood in the Anglican Communion at the present time, but there are often great difficulties to be overcome in enabling these vocations to be realised. The laity must be made to understand their responsibilities in this matter and to grasp the fact that what is wanted is not carping criticism which looks back upon past failures, but support and encouragement for the future.—Yours faithfully,

R. S. MAXWELL.

St. Stephen's House, Oxford.

Films in History Teaching.

DEAR SIR,—Thanks to the generosity of the Carnegie Trustees the Historical Association has been enabled to set on foot an inquiry into the possible value of historical teaching films. The investigator is now at work under the auspices of the University of Leeds, in the schools of the neighbourhood, testing by a variety of methods the teaching value of such historical films as exist.

It is not, however, in the formal lesson alone that children learn their history. In the past it was the

historical novel that gave to boys and girls much of the background, more or less accurate, for the facts they were supposed to absorb in the classroom. Nowadays they still read, but they spend much of their time in the picture houses. Many of the films they see there have an historical setting; the incidents depicted are often exciting and likely to remain in the memory. Obviously these films are giving to them a certain part of the information about the past which goes to make up their knowledge of history.

Clearly it is useless to talk of forbidding children to see such films on the assumption of their historical inaccuracy. But it would be very valuable for the purposes of our inquiry to collect from teachers examples of the effects of the picture house films on the history teaching proper. Many individual observations of such effects, satisfactory or the reverse, must have been made by experienced teachers. If collected and compared with the results of a detailed inquiry they might prove of great value.

May I, therefore, ask all teachers who have noticed any effects of the picture house film on their history teaching to communicate with Miss F. Consett, B.Litt., Film Inquiry, Department of Education, The University, Leeds? I am emboldened in my request by the fact that our inquiry into the potentialities of the historical film is essentially a teacher's inquiry, conducted by teachers and controlled by an association largely composed of teachers.—I am, yours faithfully,

C. H. K. MARTEN, President.

The Historical Association,
22 Russell Square, W.C.1.

Secondary School Leavers.

During the four school years 1924-1928 the total number of pupils who left secondary schools in England and Wales was 166,691 boys and 147,139 girls. The percentage of boys who left with the school certificate was 35.3; of girls 32.9. The percentage known to have proceeded direct to a University was—boys 5.7 and girls 4.3. In Wales alone the percentage of school certificate holders was 33.7 boys and 31.3 girls; the percentage going on to Universities was higher than for England alone—8.1 boys and 5.7 girls.

Canadian Holidays.

A miniature Holiday Special Edition, entitled "Jolly Times," has been issued by the Canadian Pacific Railway; it describes in picture and prose the delights of a holiday in Canada. A copy may be obtained on application to the Canadian Pacific Railway, 62-65 Charing Cross, London, S.W.1.

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NEWS OF THE MONTH.

Teacher M.P's.

The new Parliament will have nearly fifty members who have had experience in teaching or in educational administration. Fourteen have been engaged in primary schools. Mr. Ralph Mosley is an assistant at Southampton, Mr. R. C. Morrison comes from a London Special School, and Mr. F. R. West from a London Central School. Mr. J. J. McShane was head master of a Roman Catholic School at Walsall, and Mr. Ralph Mosley was last September elected President of the Class Teachers' Federation.

The Influence of Oxford and Cambridge.

Mr. H. A. L. Fisher, at a dinner of the Weavers' Company last month, said that Oxford and Cambridge were educating 9,000 undergraduates of every creed from every part of the world. There was not a dominion of the Crown, nor a State in America, which did not come under the influence of these great historic foundations. It was matter of profound satisfaction to him that education was no longer a political issue; for all parties in the State had come to believe that education was one of the great national causes and that it was their duty to promote it.

Epidemics in Boarding Schools.

The Medical Research Council, after consultation with the Ministry of Health and the Board of Education, have appointed a committee to inquire into the prevalence and mode of spread of minor epidemics in boarding schools, especially those believed to be spread by "droplet infection"; and to report upon the means by which they may be prevented or restricted. The members of the committee are:—Sir George Newman, K.C.B. (Chairman); Dame Janet Campbell, D.B.E., M.D.; R. H. Crowley, M.D.; Surgeon-Commander S. F. Dudley, O.B.E., M.D., R.N.; J. A. Glover, O.B.E., M.D.; Professor M. Greenwood, F.R.C.P., F.R.S.; L. R. Lemprière, O.B.E., M.B.; Miss E. M. Newbold, M.A.; Professor W. W. C. Topley, M.D., F.R.C.P.; and Mrs. Joyce Wilson, M.R.C.S. (Secretary).

Reading's New Vice-Chancellor.

Dr. W. M. Childs, who is retiring from the Vice-Chancellorship of Reading University in September, will be succeeded by Dr. T. Franklin Sibly, D.Sc., Principal of the University of London. Up to 1913 Dr. Sibly was Lecturer in Geology at King's College, London; then he went to Cardiff as Professor of Geology for five years. In 1918 he was Professor at Armstrong College (University of Durham). In 1920 he became Principal of Uni-

versity College, Swansea, for six years, and during 1925-26 he was Vice-Chancellor of the University of Wales. In 1926 he was appointed Principal of London.

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Youthful Ambitions.

The Archbishop of Canterbury visited the City of London School to present the Beaufoy and Mortimer Prizes for the encouragement of the study of Shakespeare and for proficiency in English. He recalled his own schooldays and confessed that he had not the faintest recollection of a single word of all the good advice given solemnly and at length by a succession of elderly gentlemen who spoke on similar occasions. It may be that Dr. Lang's audience may forget what he said about the value of the study of Shakespeare, but they will remember him as the Archbishop who, in youthful imagination, became successively engine-driver, tramcar conductor, sailor, actor, Foreign Secretary, and Prime Minister.

Schoolboy Visits.

Eighteen Bremen boys, with their teacher in English, Dr. E. Schütte, have been attending the Junior Technical School connected with the Medway Technical College at Chatham. They have had five years' English, so that they were able to take part in all the lessons. Twenty-four Chatham boys, at the end of the visit on June 21, returned to Bremen with them.

The Buckinghamshire Strike.

The Buckingham school strikers seem to have won their case. The Managers and Head Master of Prestwood School have been informed that the parents of children residing in Great Kingshill have a legal right to send their children to Prestwood School. At the time of writing these notes the Authority had not yet decided the question of their paying bus fares for approved children, but the Special Sub-Committee had recommended that fares should be paid—subject to the Board's observations.

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At Home.

ASSOCIATION FOR THE REFORM OF LATIN TEACHING SUMMER SCHOOL at Eden Hall, near Penrith, from August 6 to August 17. Address—Miss M. F. Moor, 45 High Street, Old Headington, Oxford.

BRITISH DRAMA LEAGUE SUMMER SCHOOLS at Fairlight Barr Theatre, near Hastings, from August 1 to August 14, and at St. Andrew's University Hall (residential), August 21 to August 30. Also under the direction of the Village Drama Society, at Tavistock, August 7 to August 21. Address—Community Drama Secretary, British Drama League, 8 Adelphi Terrace, Strand, W.C.2.

THE CENTRAL SCHOOL OF SPEECH TRAINING AND DRAMATIC ART WILL HOLD A SUMMER SCHOOL OF SPEECH TRAINING at University College Annexe, Oxford, from July 29 to August 10, and a SUMMER SCHOOL OF DRAMA at Malvern, from August 19 to August 31. Address—The Registrar, Central School of Speech Training and Dramatic Art, Royal Albert Hall, S.W.7.

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UNIVERSITY OF RENNES HOLIDAY COURSE at Saint Servan-sur-Mer, near St. Malo, from July 18 to August 31. Address—M. Louis, Professeur au Collège de Saint Servan-sur-Mer (Ille-et-Vilaine), France.

UNIVERSITY OF STRASBOURG HOLIDAY COURSES at Strasbourg, from July 1 to September 22. Address—The Secretariat des Cours de Vacances, Université de Strasbourg, France.

Folkestone Summer School.

The Folkestone Summer School, which is now in its eleventh year, will be held at the Harvey Grammar School, Folkestone, during the month of August. At its formal opening the speaker will be Sir Percy Jackson, J.P., LL.D., Chairman of the West Riding Education Committee, and during the month other visitors to give special lectures will be the Master of Balliol, the Warden of Goldsmiths' College, and Mr. S. E. Winbolt.

The regular tutorial staff consists of men and women who are expert in the teaching of the subjects on which they lecture. There are a number of courses covering all branches of art and craft subjects from the theoretical and the practical side. There are courses in the humane subjects of the school curriculum expressing the new outlook in the teaching of English, history, geography. There is special provision for teachers of infants and juniors. The wood and metalwork courses are recognised by the Board of Education for the qualification of teachers of handicraft. The Summer School is open to teachers in all types of school, and the organisers have profited by their experience of the past ten years in their task of designing courses of instruction which shall be of value to teachers working under varying conditions.

Accommodation for students is provided in the three hostels staffed and managed by the Kent Education Committee. The school has a strong social and recreative life, for the organisation of which a committee consisting of students and members of the staff is responsible. Excursions are arranged to France and Holland as well as to places of interest in the neighbourhood.

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES

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THE EDUCATION OUTLOOK

AND EDUCATIONAL TIMES

AUGUST, 1929.

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 Leaving Age.

Great disappointment has been caused by the Government's failure to include any mention of education in the King's speech at the opening of Parliament, and especially by the absence of any reference to the leaving age in public elementary schools. During the election members of the Government and many of their supporters in the House of Commons were understood to pledge themselves to early measures with the object of preventing the present flow into industry of children of 14. It was thought that these measures would be adopted, if not on educational grounds, at least as part of the campaign against unemployment. The disappointment which is felt has already led to deputations and remonstrances, but apparently the Government find it inconvenient or impracticable to introduce the desired measure before the year 1931. In fairness it should be remembered that pledges given before elections are often found difficult of fulfilment when Bills have to be drafted.

Difficulties.

The difficulties which attend the raising of the school age are partly administrative, partly financial, and partly political. It will be recognised that to carry out the recommendations of the Hadow Report in full will be impossible without an extension of compulsory schooling. But this extension should be accompanied by a well-rounded building programme, for it is not enough to select the senior pupils from a group of schools and place them in another building of the elementary school type. They will need facilities in the way of laboratories, workshops, and playing-fields such as few elementary schools possess and to provide them will cost large sums of money. Apart from this financial difficulty is that of arranging for junior secondary schools in rural areas. The obstacles of distance and local jealousies are not easily overcome. Even in some towns parents are raising difficulties over the new arrangement which means that the younger members of the family have to journey to school without the escort of their older brothers and sisters.

The Parents' View.

In many industrial districts, especially in the North of England, parents are unwilling to relinquish the earnings of their children or to abandon the idea that a child must make some return to his parents before setting up a household of his own. Many of those who take this view were themselves sent to work as half-timers at the age of 12 or earlier and they are unmindful of the disadvantages and dangers of sending boys to the mine or girls to the factory, for these are not blind-alley occupations and the parents argue that early experience is essential to future success. One Lancashire working man expressed his opinion vigorously by saying "Do they mean to tell me that I must send my lad to school until he has to borrow money from me to get a shave?" The truth is that many of the rank and file of the Labour Party are by no means ready to support an extension of the leaving age.

The Next Step.

It will be seen that the Government can adduce reasons for delay and those who support the Hadow policy should organise a systematic campaign throughout the country with the object of convincing electors and rate-payers that extended education is valuable, not only to the nation in general, but to the individual as well. It is to be regretted that the Continuation Schools proposed in the Fisher Act were given up. Our aim should be to secure some kind of educational supervision over all young people up to the age of 18 at least. The method is of comparatively little importance. Thus, we might have had the Fisher Continuation Schools in the South of England and in the North a system of extended half-time schooling as was proposed by the late Sir Henry Hibbert. Conditions vary so much in different parts of the country that varieties of method are justified, and if the delay foreshadowed results in well supported and practicable schemes, we shall have no reason to complain.

Regional Control.

Recently the Director of Education for Leeds read a valuable paper to the Association of Technical Institutions on the topic of Regional Committees for Technical Education. He made some sensible criticisms of a scheme which is being devised for Yorkshire, pointing out that it was cumbrous and over-burdened with sub-committees. He urged that the wider view should be taken and that facilities for technical instruction should be properly co-ordinated throughout an area, pointing out that there is at present far too much duplication arising from the existence of comparatively small independent units. He advocates a Central Council for each area, charged with the duty of securing full co-operation between teachers, administrators, leaders of industry and of commerce, in order that no effort may be wasted and that in every area there may be offered to the young worker a chance of obtaining the highest form of technological training without any of the present handicaps which arise from the lack of a proper linking up between local institutions.

It is not without significance that Dr. Graham's proposals reflect once again the idea of Provincial Councils for education. Sooner or later some such form of decentralisation will be recognised as inevitable.

Inspection of Independent Schools.

Some Local Authorities are evidently becoming alive to the importance of devising a system of inspection for independent schools. At the recent annual meeting of the Association of Education Committees a resolution on the subject was proposed, and the seconder expressed the view that, in addition to the present simple requirement that parents shall be responsible for seeing that their children receive efficient elementary instruction, there should be legislation to compel them to provide practical instruction suited to the age, abilities, and requirements of the child, and courses of advanced instruction for older or more intelligent children. This is an indirect method of ensuring that independent schools model themselves and their work upon the schools conducted by the State, but, in the meantime, the question of inspection remains to be dealt with. On this the Board of Education and Local Authorities are not doing what was intended when the Act of 1921 was passed. This Act compels the owner of an independent school to submit to inspection by the officials of the Board or by those of the Local Authority, as he may choose. In practice the offer to receive inspectors has evoked little response, with the result that inefficient schools may go their way untroubled either by the Board or by the Local Authority.

The Practicable Step.

As the law stands it is extremely difficult to bring about the suppression of an independent school which receives boarders from different parts of the country. Proceedings would have to be brought against the parents before their own local magistrates, and in practice this would be impossible. A strange situation would arise if one bench of magistrates found that the education given in a particular boarding school was efficient and another bench found that it was not. It might be possible to enact that each Local Authority shall be responsible for seeing that all the schools in its area are efficient, but this again might lead to wide variations of standard, one Authority ordering a school to be closed which another would sanction as reasonably efficient. The best and simplest plan would be to enact that every school, whether publicly controlled or not, must be in charge of a properly qualified teacher and have on the staff a due proportion of properly qualified assistants. For the present it would be enough to say that after a given date every school established shall have at the head a Registered Teacher, and that the staff shall include at least one additional Registered Teacher for every fifty pupils.

The Transfer of Pupils.

A writer in the *Manchester Guardian* recently stated that parents found it difficult to transfer a girl from one secondary school to another, even where the first school was proving to be unsuitable. This statement calls for examination. Obviously, there can be little or no difficulty when the transfer is brought about by a change of residence by the parents of a girl attending as a day pupil, but where she happens to be a boarder, or where the transfer is due to a parental dissatisfaction with the schooling given, there may be certain difficulties. We have known instances in which the natural chagrin felt by the head of the first school has caused obstacles to be placed in the way of a transfer. Recently there was an instance where a boy who had attended the preparatory department attached to one of our public schools wished to enter another public school after the preparatory stage, but he was not told anything about the Common Entrance Examination and when arrangements were made to enable him to take it, the school authorities still refused their help on the ground that a boy who had attended their preparatory department was expected to pass on to their own school. This view is not unreasonable, but it would have been well if the parents had been informed beforehand of this requirement so that they might have sent the boy to one of the recognised preparatory schools.

AT THE HIGH TABLE.

VII. The Royal Society of Teachers.

[In the following article will be found an account of the origin and development of the Royal Society of Teachers, a body which consists of those enrolled on the Official Register of Teachers maintained by the Teachers Registration Council in accordance with the Education Act of 1907 and the Privy Council Orders of February, 1912, and December, 1926.]

A Note on Origins.

The announcement that His Majesty the King has commanded that the Society of Teachers shall henceforth be known as the Royal Society of Teachers may serve as the occasion for a brief review of the attempts which have been made during the past eighty years to establish the work of teaching on a professional basis. These attempts began when the College of Preceptors was founded, in 1846, with the express purpose of "raising the character of the teaching profession." Those concerned in this effort were mainly engaged in independent schools, such as had been established to fill the many gaps left by the decay of endowed grammar schools. At that time there were few public elementary schools. The State was only beginning to provide for the education of those who were called "the children of the labouring poor." There were no state-aided secondary schools, and many of the endowed grammar schools had fallen into neglect, while others, bound by their trust deeds, were unable to supply the educational needs created by the growing prosperity of the country. So it was left to teachers in independent schools to take the first step towards establishing themselves as a professional body by creating an institution resembling, in some respects, the Colleges of Physicians and Surgeons, and restricting membership to those who satisfied reasonable demands in respect of attainments and efficiency in teaching.

State Intervention.

From the beginning the work of the College was hampered by the growth of state activity in education, which led the government department concerned to retain in their own hands the sole power of determining the qualifications of teachers in public elementary schools. This they did by establishing their own examinations for admission to training colleges and for the "Government Certificate," and by ordering later that, as a rule, no public elementary school could be recognised for grant unless the head teacher held that certificate. This supervision by the State did not extend beyond the elementary school. Teachers in other schools continued to urge the desirability of establishing a professional register, and, in 1869, Mr. Forster introduced a Bill to provide for the registration of teachers in endowed schools in Eng-

land and Wales. The Bill met with no success, but ten years later Sir Lyon Playfair introduced another Bill in which, for the first time, professional training was mentioned as a qualification for registration. Subsequent Bills were introduced in 1881, 1890, 1891, 1893, and 1896.

The Council of 1912.

In all, no fewer than twelve attempts were made before the Act of 1907 authorised the establishment of a Teachers Registration Council, with the duty of forming and keeping a Register of Teachers, the names to be arranged in one column and in alphabetical order. Even then it took some five years to devise a constitution for the proposed Council, but in February, 1912, there was issued a Privy Council Order establishing a Teachers Registration Council on a representative basis, and including in its membership teachers of every type nominated by the universities and the various organisations of teachers.

This Council issued conditions of registration in the early part of 1914. These provided that for a limited period admission might be granted to teachers of experience who were able to adduce evidence of successful work under conditions approved by the Council, but it was indicated that future entrants would be required to reach standards of academic attainment appropriate to the subject or subjects they proposed to teach, and also to undertake a systematic course of study in the methods and principles of teaching supplemented by experience under approved conditions. Inasmuch as the Council was independent of State subsidy or control, a registration fee was necessary and this was fixed, provisionally, as a single and final payment of one guinea, a sum raised afterwards to two pounds to cover the growing cost of the Council's work and the reduced value of money after the War.

Progress and Changes.

When the Register was opened, in 1914, it was welcomed by the great majority of teachers as an instrument by which they could achieve professional unity and a new status for their work, but the outbreak of war, a few months afterwards, gravely hampered the work of the Council, and it was not until 1920 that a fresh start was possible. This resulted in a great increase in the number of registered teachers, so that in 1926 it became possible to

obtain a new constitution, whereby the Council is elected by the registered teachers themselves voting according to the branch of teaching work in which they are engaged. The sole exception is that university members are nominated by the universities as such and provision is made for twelve university members. Should the number of universities increase in the future the power to nominate will pass in rotation. Thus the new Council consists of twelve university members and three groups of twelve members working respectively in public elementary schools, secondary schools, and various specialist branches. These elected members have power to co-opt not more than two teachers to represent types of teaching work which, in their opinion, are not adequately represented in their own number.

Standards of Registration.

It is sometimes asked whether the Registration Council exists solely for the purpose of creating a register of teachers. An affirmative answer to this question gives a very inadequate account of the nature and scope of the Council's responsibility. The formation of a register involves more than the consideration of the claims of individuals to enrolment. There is the task of fixing appropriate standards of educational attainment and of prescribing suitable forms of professional training. So far as elementary and secondary schools are concerned there are standards which have come to be accepted and usual, but in the great and growing field of specialist work teachers have found considerable difficulty in deciding which examinations will afford the best evidence of their knowledge. Hence the Council has had to consider the standards of many examinations before deciding which shall be accepted as satisfactory for registration purposes. This work is by no means complete and much remains to be done by way of discouraging the activities of examining bodies working for private gain. So far the Council's aim has been to secure that the person who intends to take up teaching as a profession shall first obtain a good general education and later spend at least three years in advanced study of the subject or subjects he proposes to teach.

Training in Teaching.

Then comes the period of professional training, for the Council has all along recognised that some kind of professional training is essential if the teacher is to be distinguished from other reasonably well educated persons. No attempt has been made to prescribe a rigid training college course or to affirm that one method of training is better than another. The Council has been content with the broad requirement that the applicant shall have spent a year in the study of the methods and

principles of teaching, accompanied by practice under supervision. The practical element in training is further emphasised by the fact that a period of satisfactory experience is demanded before admission to the register can be granted. It is somewhat remarkable that, among teachers themselves, there should be so much scepticism as to the value of professional training. The saying that the teacher is "born, not made," is no justification for appointing young men and women, fresh from the universities, to instruct children. Such instruction is bound to be unskilful and fumbling at the start. Even where the teacher has natural aptitude for the work he will make many mistakes which could have been avoided if his early efforts had been properly directed and carried out in the light of even a rudimentary knowledge of principles. Moreover, we cannot depend on "born teachers" to staff our schools. The birth rate of such teachers is too low for our needs. It is time for us to have done with the absurd suggestion that teaching is the one calling for which no specific preparation is required. Head masters and governing bodies are belittling the work of teachers when they appoint recruits merely on the strength of a reasonably good degree or because of some boyish proficiency in games.

What of the Future?

The Royal Society of Teachers has nearly 80,000 members and associate members. The latter are young teachers who are qualified in respect of attainments and professional training and are waiting to complete the prescribed period of experience. With this membership the Society, working under the direction of a representative body of teachers, is able to claim the support of all who believe that teaching should rank as a profession and be entrusted with a definite share in prescribing standards of admission. The Board of Education have wisely abandoned their certificate examination for elementary school teachers in favour of tests conducted by universities. Henceforward it will be possible to aim at a minimum standard of entry upon responsible teaching work, adjusted to the needs of the branch in which the recruit will be engaged. We may have a teaching profession in reality as well as in name. It will have unification, but not uniformity, and membership of the Royal Society of Teachers will become essential for all who aspire to posts of responsibility. It remains to be seen whether the teachers of this generation are prepared to realise the aims which were vainly sought by their enlightened predecessors for over fifty years. The goal is now within sight. It will be reached when every qualified teacher is a member of the Royal Society of Teachers and duly admitted to the Official Register of Teachers.

A TEACHER.

By A. J. REES.

There was a man once who was an oddity. That is nothing unusual now, but this man lived when men were much alike—in an early age before civilisation had complicated things.

One day this man saw a boy trying to chip a small flint on a larger, and sucking the cuts he had made in his clumsy fingers. And the man came and showed the boy how to hold the stones and how to strike, so that the flying splinters might not hurt his bare brown skin.

The boy comprehended, but could not go on with his toy-making for wonder at this strange man. He ran and told his little naked playmates, and they, too, opened wide their eyes, for no one had shown them the manner of doing a thing before; they had had to find out for themselves.

At evening, when this strange man came wandering through the caves and paused awhile in the flickering haze of a fire, the children stared at him. But soon they came to know him, and ere long they were eager for the sunset hour, that he might sit with them again.

They called him Taecan, the One who Shows, for when the stones were rolled across the cave mouth, and the spirits moved through the black forests without, he would gather the urchins about him in a corner away from the elders, and would open their eyes and mouths with tales of river and forest, mammoth and reptile, and the tiny imps that danced down the moonbeams in the glades, and the mighty ones that stalked over the tossing, fog-bound billows in the night.

He would show them how best to shape flint heads and thong them to their hafts, how to strike the fire flints, and how to read tracks in the mud. Oftentimes he would draw a strip of white bark from a fold of his skins, and with a point of burnt stick from the fire would mark the tree skin, so that the children would cry: "That is a mammoth! See now, he has made a snake!"

Sometimes the bark was forgotten, and then, lest the little ones be disappointed, he would take a flint from the floor and transform the walls of the cave with his crude art.

There were times, often many journeys of the sun, when the One who Shows would be lost altogether, and though he returned worn and thin, there was a new light of knowledge in his eyes. New tales to tell, new lore to show, and thus the evenings slipped away.

The strange man was no longer a stranger in the caves amongst the crags. But then a sad thing happened.

One day Taecan was so busy showing the children the best bark-trees that dusk fell before he had

hunted his evening meal. Perforce he begged that night, and was reluctantly fed. This happened again, and yet again, so that the elders murmured.

Thus was born a habit which grew strong and took hold of Taecan, so that he was changed. He now spent all his days with the young ones, guiding them, or else sitting upon a lonely rock with the wide sea all about. He lost the old hunting spirit, and lived upon the scraps which were granted him. His knowledge was not for himself; he gave it to others. His life became a giving of all that he had learnt through the years, so that the young ones might know more than he knew at their age.

But the elders were blind. They despised Taecan as an idler, a dreamer, and he had to be content with the pickings of the bones.

Once a lad crept up to him and showed a piece of bark with a drawing. The One who Shows was glad, for the boy had the measure of an artist. Soon the smile faded, and the old man forgot the boy in watching the dying sparkle on the waves.

"Why are you sad, O Master?" whispered the boy.

Taecan started.

"I was thinking of that great fire going down into the water, yet rising unquenched on the other side each morning. I wondered what was behind those shadowy hills yonder; I thought of the spirits that roar across the waves and through the trees, and strike great flints above the clouds."

"But why do these things make you sad, my master?"

"Because my thoughts were of the spirits that will soon come for me, my son, as they came for the old man, thy grandfather, at sunrise, and I shall never know why all these wonders are."

The boy watched the strange skin-wrapped figure glowing in the sunset, but was young and did not understand.

"Why do the elders say ill of you, O Taecan?" he ventured at last. "They despise me because I think not of myself, but only of guiding you, and because they have to feed me. They think me a foolish idler."

"But you have told us many things that make us glad. Will you say more about the spirits of the woods to-night?"

The boy grew up with his generation wiser than their fathers because of the knowledge they had gained. They knew the herbs and birds that were good to eat; they could hollow trees for crossing the waves; and they could send messages on bark strips.

But long before these things came to pass the One who Shows had gone away with his spirits, and not many remembered that he had ever lived.

CREATIVE WORK IN EDUCATION.

BY ROBERT JONES, D.Sc.

VIII.

Historical Diagrams.

If in a school there exists a belief in the value of creative work, then it will express itself, apparently in sporadic fashion, in one and another subject of the curriculum, or aspect of school life. For it has some of the infectious qualities that mark many beliefs. Sometimes the growth and spread are obvious and traceable. This was so with the diagrams, chiefly historical, which were the subject of the personal experiments and trials here recorded.

In this case, the Head had a weakness for expressing himself in diagrams. Some of these were copied from his rough drawings by boys who already had a fair mastery of the technique of lettering, design, colour work, and mechanical drawing. They were hung in the school, and a double development resulted. Some designs and diagrams made by different masters appeared on the walls, and a few boys were invited to try their hands—and brains—in making diagrams and drawings, in line, shading, or colour, to represent historical phases, changes, and developments.

Some of the earlier efforts centred round the idea of evolution. We had a large chart offered, each containing a series of pictures or drawings illustrating "The Evolution of Arms and Armour," "The Evolution of Writing," "The Evolution of Machinery," "The Evolution of Dress." There was a boyish touch about this last. A series of colour-drawings showed men in varied costumes from a simple loincloth to a twentieth-century dress suit; and then there was added—obviously as an afterthought—a few costume drawings.

The sketches for these "diagrams" were made at home or in the local free libraries, where some boys searched assiduously for "material," as they did also in the books of the school and class libraries. When they were approved—in the rough—as having sufficient promise the approval was accompanied by a large sheet of drawing paper, on which the finished diagram was made. This also was normally done at home, but sometimes a special period was allotted for it in the school, as at the end of the term, in the slack interval between the term examinations and the holiday.

The output of diagrams is more correctly assessed if it is subdivided, mentally or actually, into such groups as may be called Special and General. The Special features, in our experience,

were these:—(1) the occasional outstanding work of a boy whose skill in drawing and colour-work was much above the average. This skill did not usually appear apart from ingenuity in the devising of diagrams, symbolic or realistic. The two powers, or tendencies, usually appeared in the same boy, as if the mental attitude which made a boy like drawing and painting were closely related to the impulse towards creative design and symbolic expression. It is to be understood, of course, that the phrases "creative design" and "symbolic design," as used here, do not imply a high degree of work. They imply the thing itself, an impulse and a power, whether in a rather advanced, high, elaborate form, or in the simple form of a circle, a rectangle, a clock face, a ladder, a flight of steps, used to express some fact, relationship, or movement. The technical excellence of the drawings is secondary, and not a primary aim in encouraging creative work.

(2) Another Special feature, occurring in the experiments described, was that the boys not only had the preliminary advantage of the usual Art Room training, with drawing practice also in the Handicraft and Science Rooms, but many of them had in addition a training in mechanical draughtsmanship, giving them some command over Indian-ink work, close-measurements, and colour-washing.

The more General features I would indicate as these:—

(a) A strengthening of the general class interest and individual interest in History, with a marked improvement in the content and vividness of the history assimilated.

(b) A marked variety in the diagrams offered. Thus, among a pile now before me, are these themes, taken haphazard: a bursting shell (Vienna Congress, 1816); a woodman felling a tree, a stump being split (decay of Manorial System in both cases); shackles, a wall and loose bricks; a box made and also in parts; a plant in a pot; flags; a magnet; a scroll; an Alpine peak; the Bastille on fire; a torn field with a black-and-red sky (this is "War"); chains; steel plates bolted together; a hut propped by beams; staves held by iron bands (these last to picture Medieval European unity); a bursting bubble; the sun, at stages of rising; a child's swing; a rocket; a bouncing ball; an electric switch and lamp; a spectrum drawing. The whole range of the boys' experience seems to be drawn upon, and the variety of expression in a class, on a single theme, is often very striking.

IF YOU GO TO PARIS.

BY HELEN WILLIAMS.

If you go to Paris this summer and want to air your French, beware of the following very usual mistakes:—

Don't shout for a *porteur* at the station; *facteur* is the word.

Don't speak of a policeman as a *gendarme*, an error that has taken deep root in the English mind. *Agent* is the correct term, *gendarmes* being members of a sort of country militia. If you speak to the *agent*, address him as *Monsieur*, and, should you wish to be thought really polite, it is as well to raise your hat at the same time.

If you are a man, do not speak of your girl acquaintance as a *fille*. This, except when it means "daughter," is a most disrespectful term—"hussy" is its nearest equivalent. A girl is always a *jeune fille*. Similarly, if you are a young lady, be careful how you talk of the *garçons* whom you know. "Waiters?" your Gallic friends will murmur in astonishment, their eyebrows lifted painfully. The familiar English and American "boy" becomes in France a *jeune homme*, *jeunes gens* in the plural, and a *petit jeune homme* if he is a fairly youthful specimen. But here, again, a qualifying adjective removes your difficulties; a *petit garçon* is, indeed, a little boy, and you may know as many *charmants garçons* as you like.

Parents is another common pitfall, not meaning necessarily your father and mother, but relations in general.

If you wish to express sorrow don't say you are *fâché*, which means "cross," but simply *je regrette*. And for surprise *Tiens!* and not *Vraiment!* is the word to use.

Lastly, if you remember always to address everyone with whom you have dealings as *Monsieur*, *Madame*, or *Mademoiselle* (as the case may be) you will help to destroy that reputation for bad manners that we English have often, in all innocence, acquired.

Dr. W. Howarth, English Master at Burnley Grammar School, succeeds Mr. A. R. Pickles next September as Director of Education.

Teachers of Eurhythmics.

The following candidates were successful in the examination for the Teaching Certificate in Eurhythmics held on July 3 and 4 by the London School of Dalcroze Eurhythmics:—Elinor Archer, Frances Joan Hunt, Ethel Mackinlay, Margaret Elizabeth Ruegg, and Eleanor Margaret Wyatt.

ENGLISH EARTH.

BY LORD GORELL.

I.

*My footsteps fall on English earth
In sound of English sea,
And, new as though unfelt before,
Its glory falls on me.*

II.

*Dear ever are my countrymen,
The children of my race,
But dearer is my country's self,
Her soft and silent face.*

III.

*I will not praise her more than this—
She everywhere has known
Whole centuries of quiet love
As deep as is my own.*

IV.

*Noble and peasant, squire and priest
Her leafy ways have trod,
And for their boon of loveliness
Have lifted thanks to God.*

V.

*Before the eyes of dying men
In every age and clime
Her visioned memory has come
To ease them out of time.*

VI.

*Love is Love's child, and every scene
Returns again to me
The blessing of the hosts who felt,
And feel, her witchery.*

VII.

*The lanes, the fields, the trees are
dowered,
Breathing the love so given,
And, walking on the English earth,
I am not far from Heaven.*

LETTER TO EDITOR.

Burnham Scale of Salaries.

SIR,—While we all realise the merits of the Burnham Scales, we are also aware that time and experience have found certain inconveniences which could and should be smoothed out when the Scales comes up for revision. These should be discussed well in advance.

One of the most manifest is that fear of losing their posts prevents teachers over thirty years of age from moving to other types of schools for new experiences, because at the higher rates of Burnham Scale pay they are often handicapped in trying for new posts. Competition with those on a lower rate is too disadvantageous.

This could be cured by clear-sighted measures. My own suggestion would be that up to twenty-five the advances should be slow. Then between twenty-five and thirty the advances should be rapid, thirty reaching the maximum for assistant teachers. The practical result of this would be that the man or woman over thirty could competitively face any other teacher. Those under twenty-five would lack experience, those of thirty or over would be on the same scale as himself, those of between twenty-five and thirty would be so rapidly advancing to full scale as to offer no real opportunity to the "economy first" advocates.

Then, again, I would like to see marriage and family allowances for men teachers. Miss Eleanor Rathbone has clearly shown the logical justification and economic arguments for this. And no one can justify the unmarried man teacher in claiming a higher wage than the unmarried woman teacher doing exactly similar work.

Lastly, I should like to see the possibility of pensions at fifty-five for those who feel that they cannot with real success continue their work. Not long ago a woman teacher committed suicide at fifty-four, owing to this inability of satisfactory continuance, and it occurs in many cases, not so extreme but with highly prejudicial results all round.

From actuarial figures, the difference between a pension at fifty-five and one at sixty is, roughly, in the proportion of eight to nine. But we have also to remember that at fifty-five there would be five less instalments to be paid. The Scale could quite fairly offer at fifty-five a pension of, say, four-fifths of what would have been given at sixty. That this solution would ease the problems facing many head masters and head mistresses must be well known to practical educationists.—Faithfully yours,

WILLIAM PLATT.

(Hon. Treasurer, Froebel Society.)

4 Hallswelle Road, N.W.11.

THE HOVER FLY.

By M. L. BROOKE.

This fly is apt to attract notice by its unusual habit of remaining still in the air above a flower or leaf. It may be taken, at first sight, for a wasp, but its colouring, apparently of black and yellow rings, does not extend beneath its body, which is not firm and round, but rather flat and hollow in appearance below, and it has no sting. It belongs to the Syrphid genus, and its two common names of hover fly and hawk fly are taken from its custom of alternately hovering and making swift darts, when selecting a suitable spot for a nursery. This is chosen carefully, the eggs being deposited on leaves well stocked with young aphides; for the hover fly larvae are, probably, even more rapacious consumers of such pests than those of the ladybird.

The larvae suffer from their appearance, which is more like a modification of the slug or the leech, and from a want of general knowledge of their usefulness. Many otherwise practical gardeners habitually kill the hover fly larvae at sight. Their substance is molluscous, and their shape tapers, either smoothly or with an indented edge, from a rounded tail end to a much narrower head. Their body, being soft, is changeable in shape; the colour also varies between grey and a velvet green, according to the species.

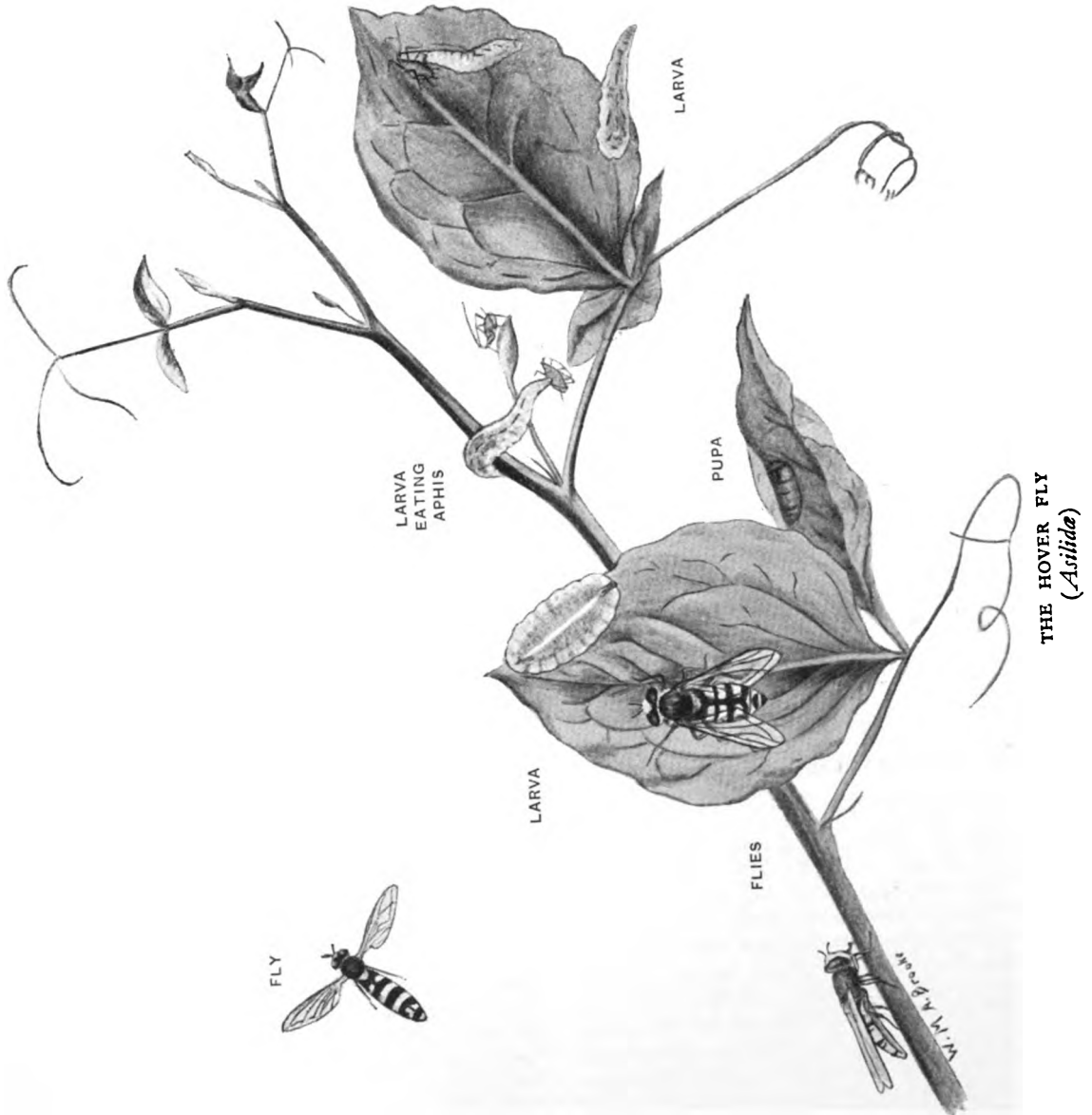
Their method of feeding is to feel about their leaf with their mouths as if they could not see, and when they knock against an aphid to seize it and hold it high in the air till its juices are sucked dry, when it is thrown away and another victim is promptly picked up.

The larvae dispose of an astonishing number of aphides each day until full grown. Then they choose a quiet corner, where they remain in a sleepy condition; the pointed head thickens and becomes rounded, and the tail, wider before, becomes pointed; the body bends over into the shape of what is called a puparium, made of the thickened skin of the larva, a kind of case which soon forms, and out of which, in the course of a few days, the hover fly, in its perfect form, comes to start its useful career.

This valuable insect is doubly handicapped, first by the dubious appearance of its larva, so often mistakenly killed, and next by the resemblance of the fly to its sting-bearing relative, which may cause the destruction of a few individuals by nervous people.

[NOTE.—On the picture accompanying this article the name *Asilidae* is incorrect. It should be *Syrphidae*.—EDITOR.]

Mr. Sydney Farrar, M.A., has been appointed Head Master of the County Secondary School, Bradford-on-Avon.



Drawn by Winifred Brooke



FOR OR ABOUT.

Books and the Child.

By D. G. BENTLIFF.

If you were to ask a dozen people—grown-up people—whom they considered to be the best children's author of the present time, they would most probably all reply:—

"Oh, A. A. Milne, of course! I do think 'When we were very Young' is delightful."

It is delightful, and so is "Winnie the Pooh." I wonder, however, what Christopher Robin, the child hero of Mr. Milne's books, would think of his elders' opinion. I believe he would disagree.

The child of to-day is much studied by grown-ups. Clever writers produce the most realistic pictures of small boys and girls, describing their doings and their funny sayings with a delicacy and a charm based on long and loving study of children. But these descriptions are written from the adult point of view. They are sophisticated. Their very charm and humour lies in the fact that their authors can stand outside the child's world and see it in its entirety, with all its delightful immaturities.

Books written from the adult point of view can be appreciated by adults alone. The talk of small children is not funny to its users. Christopher Robin would be not in the least amused by Mr. Milne's very lifelike description of him saying his prayers. If he read that description he would probably be surprised and annoyed—surprised that anyone should be so interested in such an unexciting ordinary thing as a small boy saying his prayers, and annoyed at the intrusion on his privacy.

We must remember that children are not interested in themselves. Childhood is for them a boring affair, a kind of bondage from which they are for ever longing to escape. Their thoughts and fancies are in the world outside, the world of grown men and women. Consequently, children do not wish to read about themselves and their own dull, circumscribed world. In their games of make-believe they try to get out of that world. They are for ever pretending to be other than they are, and they like to read about the people and the doings of their fancies. "Swiss Family Robinson" and "Treasure Island" are far more enjoyed by them than the adventures of Christopher Robin, for "Swiss Family Robinson" and "Treasure Island" are the stories of shipwrecked people and pirates, and shipwreck and piracy form a very large part of the child's daily programme of make-believe.

We must, then, not confuse books about children with books for children. Books about children are often very entertaining—to the grown-up. Let us, therefore, read and enjoy "Winnie the Pooh," and Kenneth Grahame's "Golden Age," but let us beware of forcing such books on the young.

It should be remembered, too, that the pretences of a child are, for him, serious matters. His fancies are the most real and the most important things in his life. The writer of books for boys and girls must never hint that his stories are to be treated lightly or as entertaining fiction. Richard Jefferies wrote one of the finest of boys' books because he was thus in earnest. In "Bevis, the Story of a Boy," Jefferies entered wholeheartedly into the life of make-believe. Bevis and Mark, the heroes of the story, sail a small boat on a large pond in Wiltshire. Boy-like, they imagine they are explorers in an unknown ocean. Jefferies pokes no fun at the pretence, nor does he make interesting psychological reading for the adult to gloat over. He tells the tale as if the two boys were real explorers. For the time he and the reader forget that Bevis and Mark are barely in their teens.

There is scarcely a single joke in "Bevis"—the life of an explorer is too serious for jokes or flippancy. "The Golden Age" is full of fun, but when we read it we are merely amused and sympathetic spectators. We are watching a play which we know to be only a play. When we read "Bevis," we share with Bevis and Mark their real experiences.

"The Golden Age" is a book for adults, because it is humorous and fanciful; "Bevis" is a book for boys, because it is serious and matter-of-fact.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

August, 1849.—*University of London—New Charter.*

"Her Majesty has granted to this University a new charter, which is likely to excite great interest and attention in the educational world. As our readers are doubtless aware, persons who have graduated for honours at Oxford and other universities are sometimes compelled to refrain from taking a degree owing to their conscientious objections to subscribe to the Thirty-nine Articles. By the new charter the council will be empowered to confer the respective degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, and Doctor of Laws, on any persons who have graduated at Oxford, Cambridge, Durham, Trinity College, Dublin, or any other university in the kingdom. Another point in the new charter, which will be of great service, is that the council may institute examinations for certificates of proficiency in any subject which they may think fit connected with the Sciences or Arts."

RAISING THE SCHOOL AGE.

It was somewhat surprising to find that the King's speech made no reference to education, and it is therefore not surprising that some disappointment has been felt that the Government has not been a little more definite about its intentions in the matter. "Labour and the Nation" told us what a Labour Government would do if returned to power. Fees at grant-aided schools were to be abolished; growing children would no longer be debarred from continuing their education by the economic disabilities of their parents. "It will take steps therefore," said the pamphlet, "to ensure that the task of providing the school places required proceeds without delay, will raise the age of compulsory school attendance to fifteen with a view to its being raised to sixteen as soon as that further reform shall be practicable; will require Local Education Authorities to develop maintenance allowances on an adequate scale, and will make the necessary financial provision to ensure that the cost of such allowances shall be met from national funds."

Doubtless these statements of a Labour Government's proposals were the text of numerous speeches during the pre-election days, and the country supposed that the party was pledged to legislation compulsorily raising the school age. So it undoubtedly is, but no Government could possibly be held to be pledged to immediate legislation on such a question. As an educational policy the raising of the school age has long ceased to be an academic one; but that is not to say that it can be brought about by the stroke of a pen, or without consideration of ways and means. It is a little premature therefore to assume, as in some quarters it seems to have been assumed, that the matter is to be postponed or even shelved. What may be reasonably assumed is that the Government regard the matter as something intimately bound up with their unemployment policy, and therefore it will be considered by the Committee which has been set up to explore the question of industrial employment.

The daily press informed us early in the month that the Government had definitely come to the conclusion that it would be impossible to introduce legislation for the purpose of raising the school age during the present session. Three Socialist M.P.'s, Mr. Charles Buxton, Mr. Chuter Ede, and Mr. W. G. Cove, placed on the Order Paper of the House of Commons a resolution demanding the introduction of legislation. "This House is deeply sensible of the evil social effects of pouring into the labour market at a time of acute unemployment

some 400,000 children at the age of fourteen when they ought, in any case, for their own sakes and because of their future responsibilities as citizens to be continuing their education." This motion has the support (at the time of writing) of twenty-four members. They regard the refusal to introduce legislation at once as a breach of the pledge given during the election campaign to do so.

Even if such a pledge were given—and it is at least doubtful—such measures carrying vast social results could not possibly be carried through at once. The effects of delay, however, must cause anxiety to the Local Education Authorities, who ought by now to be putting the final touches on their schemes of development for the three years ending in March, 1933. No new instructions have been issued to these Authorities, and Sir Charles Trevelyan said he had no intention of sending any. If that is so, their schemes must be framed on the assumption that building programmes will have reference to a leaving age of fourteen and not of fifteen. The President of the Board of Education told the House, on July 11, that it might rest assured he was exploring the matter, and he had not the slightest doubt that the Government was going to fulfil all its promises.

To a question from Mr. D. G. Somerville on the cost of providing education for another year to some 450,000 potential scholars, with maintenance, the President said he had no reliable estimate available. Just over five years ago, however, Mr. Trevelyan (as he then was) put some possible figures of the cost before the House, and they were formidable. The average annual cost in 1924 was round about £11 per head. To that would be added, say, £2 loan charges for new buildings, and a further £10 in respect of maintenance for each pupil between fourteen and fifteen. A total cost per child of £23 would for 450,000 pupils amount to the respectable sum of over £10,000,000, about half of which would fall on the local rate-payer. We have no means of appraising these figures, for they were never tested. Even if they are a considerable overestimation the sum is bound to be large. But the cost of raising the school age may well be very small compared with the cost of not raising it. For the cost of unemployment to-day is great, and the saving on that by keeping children of such tender years out of industry should go far to balance the additional expenditure on education. In some areas the raising of the school age may have little effect on local unemployment, but the Malcolm Committee pointed out that in the past the withdrawal of children led to the work being done by the age-group next above them. That argument must still be sound.

LETTERS FROM A YOUNG HEAD MASTER.

VIII. Graduation.

My dear H.,—Last week was new boy's week. You never saw such sights. From early morning till late afternoon they and their parents decorated the stairs outside my office in what seemed to me an endless picture. And the tales they—I mean, their parents—told! Parents are a plausible race.

I promised to tell you in this letter about "Graduation." That's why I've begun with the new boys, and not because they happen to sit rather prominently in the foreground of my mental vision at the moment. The story of Graduation begins, as all good stories ought to begin, at the beginning.

Those children whom we shall select from the heap of raw material which presented itself last week, and which will no doubt continue to present itself next week *et seq.*, will be known affectionately next term as our "babies." (Oh, no, we shan't insult these young gentlemen of eleven by calling them that to their faces!)

As babies they will be under strict and careful tutelage. On the first day of term they will be "christened," or rather initiated, officially. In full assembly the name of each new boy will be called; he will come forward, be welcomed as a member of the school, and receive his copy of a very short pamphlet prepared for new boys (I enclose one; do you approve of it?).

That is his first step in Graduation. He has won his place in the school, and by this ceremony we hope to help him to realise that he has won something worth while. We hope also that he will realise that in the school of which he is now a member there are many promotions and privileges, any or all of which can be won by merit, character, and determination.

A few days after his initiation he will be present at the reception of set captains, who have been chosen by their fellows as leaders of the small groups we call sets. (He himself will not be permitted to choose his captain until a later date, because he does not yet know his companions sufficiently well.)

After that will come the induction of new prefects, and he will learn that, while all prefects are elected by popular vote of their House, no one can be nominated for the office who has not served for a considerable period as Set Captain or in some other post of responsibility.

He will learn also that, just as he, a new boy, has to serve a period of novitiate, so, too, must a prefect, high place though he has attained in the school. No one, he will find, can become a House Captain without first serving as a Junior Prefect; while to reach the post of Second Prefect—or,

supreme distinction, of School Captain—previous honourable service as both Prefect and House Captain is necessary.

But that is only one side. On the other, he will find himself with a little, a very little, time during the week for "free" activities. He will find his way into the studio, the reading room, the junior handicraft room; he will enjoy the freedom of the garden, whether for work or as a quiet retreat.

He will, we hope, regret that his time for free activities is so short. He shall have more, next year, if he proves to us that he needs it. But he must graduate; we have given up the idea of allowing new boys the same amount of "free" time as the others get. They must first show us how they stand in need of it.

He will probably find the junior handicraft room, for example, a very jolly place, but rather small and apt to get overcrowded. He may find, too, that some of his companions are not so skilful as he or are more careless with tools. Then we shall show him that there are two other handicraft rooms available during free time, but we shall tell him that the right to use these is limited to those who can pass very severe tests in the care and handling of tools, in the preparation of drawings and the execution of work.

In short, he must prove that he is a craftsman if he wishes to enter one of those rooms. If he finds it worth his while to apply himself in his lessons, to master the requisite knowledge and to acquire the necessary standard of skill—good, we will admit him as a graduate.

The same principle applies throughout, or will apply throughout, the school. We have a very fine historical laboratory for research work. For everybody, Tom, Dick, and Harry, to work in? Certainly not; for those only who prove that they are capable of undertaking the skilled and interesting work the laboratory offers. Can he attempt the beautiful advanced work he sees in the geography room? Yes; when he has proved, by doing well the preliminary work we shall set him, that he is worthy of it.

And so on. That, in very brief, is the system of Graduation towards which we have been working during the whole of this, our first year. It is, on a small scale, and in a school world, the career open to talents and industry. Our aristocracy is to be an aristocracy of brains and character. The greatest thing in the world for the boy is to become a person of importance in our little world; because no one can do this without having earned the right. Step by step a boy will!

work his way, not simply up the school, but into the circle of those who matter because they can do things.

You may write and tell me that all I have described is just what happens in every other school, that all schools work by Graduation. I know, but is it the result of deliberate policy, or does it simply happen? If the latter, isn't the whole business rather haphazard? I've seen many a boy suddenly arrive at a post of great responsibility in the school world without quite knowing why he has got there, and make rather a mess of things through no fault of his own, but because, never having had his eye on the post he has come into, he knows nothing of its responsibilities, its privileges and its duties, and has to learn them as he goes along. That's what I want to avoid.

Yours ever,

G. S.

[The following is a copy of the card of welcome referred to above.—EDITOR.]

TO EVERY NEW BOY.

You are now a member of the G— School. You have become a member because we think you are the sort of fellow the school can help. The school exists for your benefit.

You have the right to get all the help you can from everyone and from everything the school can offer. You will find everyone ready to help you; and you will be expected to help everyone else.

We expect nothing but the best from you; the best work, the best play, the best behaviour, the best appearance. Our standards are very high, and we look to you to make them higher.

There are all sorts of privileges to be gained in this school by those who are prepared to do their best. But those privileges must be earned. We believe you can earn them.

Respect all who are set in authority over you, whether masters or boys. They have earned the right to be in authority. By obeying their commands cheerfully and promptly you too will earn the right to be in authority.

Respect the buildings which house the school. They are very old, very beautiful, very valuable, and very frail. It is easy to do them damage. Be careful.

Remember always, in school or out, our motto "Happy toil, fruitful rest." Enjoy every moment of your time, but enjoy it usefully.

GOOD LUCK TO YOU.

HOME GEOGRAPHY.

A Noteworthy Experiment in Northamptonshire.

Some time ago it was discovered that geography, like charity, begins at home. On occasion the discovery has been misinterpreted, for it is not always true that things nearest at hand are most readily understood. In sociology the policeman is a more complicated phenomenon than the less familiar guardsman, and in geography one's natural surroundings need discriminating treatment if they are to become the basis of wider knowledge.

With the encouragement and aid of the Northamptonshire Education Committee and its accomplished Secretary, Mr. J. L. Holland, Mr. E. E. Field, B.Sc., F.R.G.S., has recently carried out a memorable enterprise in the shape of a map of the county showing how every portion of land is now utilised. Mr. Field enlisted the help of the schools of the county, and each school became responsible for mapping its own neighbourhood. To begin with, 6-inch Ordnance maps were provided as the foundation, and traced copies of parish areas were prepared in the schools. Then followed a series of visits to verify, and correct where necessary, the boundaries shown on the map, and to add new features. Then each group or class proceeded to prepare its own allotted section of the map, making further visits, and marking the section map to show the use made of different areas. The map was finished in water colours, light green indicating grassland; dark green, woodland; brown, cultivated land; and the uncoloured portions representing land occupied by buildings or containing minerals. The various parts were then assembled, and the result is printed in three maps published by the Ordnance Survey Office, Southampton.

We thus have a most valuable and permanently interesting record of land utilisation in the county. Every school is to have a copy of the map relating to its own district, and we may be sure that the children will read it with interest and intelligence, for it represents their own work. Even the youngest pupils had a share in the enterprise, and we are told that local residents, especially the farmers, have taken great interest in the undertaking.

It cannot be doubted that these young map-makers have been learning real geography in a most interesting manner. There is no reason why their example should not be followed in other districts, for it is an important part of early education to know and understand one's surroundings.

Great credit is due to Mr. Holland, Mr. Field, and the teachers of the county for so successfully contriving to keep their many teams in step and for producing a record which is at once unique and extremely serviceable.

R.

NEWS OF THE MONTH.

Somerville College Jubilee.

Somerville College, Oxford, celebrated its jubilee last month. Some five hundred old students attended a dinner at the college, and Dame Emily Penrose, the former Principal, presented the college with a cheque representing the gifts of old students. Miss Fry announced that honorary fellowships had been conferred on the Hon. Miss A. M. Bruce, retiring Vice-Principal, Miss J. M. Kirkaldy, Miss Kate Norgate, and Miss Eleanor Rathbone. These fellowships are marks of distinguished work, and the recipients are not necessarily members of the college. Miss Norgate, the historian, for instance, was never a member. Miss Bruce is to be succeeded by Miss Pope.

Christ's Hospital.

Christ's Hospital has received a gift of £4,000 to the fund for extending science teaching at the boys' school. The donor, a lady, wishes to remain anonymous. A sum of £20,000 has been spent on the new buildings of the girls' school, recently opened by Princess Mary. The boys' school at Horsham still requires £21,000, but the work will be begun this month in the hope that further donations will be made.

What is a Public School?

Mr. Frank Fletcher, Head of Charterhouse, in an address at Canford School, said ridiculous and inadequate answers were given to the question "What is a Public School?" One definition said a public school was one with an O.T.C. As Chairman of the Head Masters' Conference he protested against the suggestion that a public school was one whose head master was a member of that body. Whatever else it might be, he suggested that a public school was one which behaved like a public school. It was one of which they were proud to be members, and one which would make them all their lives abstain from low and mean actions, because they carried the reputation of their school with them wherever they went.

Tamil Schools in Malaya.

A syllabus of work published by the Straits Settlements Government for the use of Tamil Schools contains the following directions under the heading "General Knowledge":—*Hygiene*. Personal cleanliness will form the main requirement in this subject—cleanliness of body, food, clothing, and residence; the need of exercise and rest; chief diseases, their causes, and how to avoid them. *Good Manners and Right Conduct*. This will comprise all that is necessary to help the pupil to become a polite, well-behaved, self-respecting, honest, and loyal citizen.

Efficient Schools.

The Board of Education have issued a new edition of the list of grant-earning and other secondary schools in England recognised by them as efficient. The list contains the names of some 1,500 schools, with the name of the responsible body, the name of the head master or head mistress, the fees charged, and the number of pupils on October 1 last. Boarders are shown separately. Similar information for preparatory schools which are recognised as efficient is given at the end of the volume.

Robert Whiston of Rochester.

A memorial tablet was unveiled last month in Rochester Cathedral to the memory of Robert Whiston, M.A., Head Master of King's School, Rochester, 1842-1877. It was Whiston who, after protracted legal proceedings, secured an amended administration of the Cathedral revenues, securing a proper proportion for the foundation scholars and university students maintained by the school. It was due largely to Robert Whiston also that the "Guy Fawkes Day" service was removed from the Prayer Book. He died in 1895.

The Proof of the Pudding.

Greets Green Infants' School, West Bromwich, has made a second test of the merits of vita-glass as compared with ordinary glass windows. Thirty-six pairs of children were divided into two classes, one being taught in a classroom admitting the ultra-violet rays of the sun through vita-glass, the other in the usual classroom. After six months, Miss Fisher, the head mistress, reports that the vita-glass children showed such marked superiority in health, physique, and attendance that it was decided that the classes should change rooms. After another six months the children who left the ordinary classroom pulled level with the others, making up a loss of an average .4 pound in weight and a deficit of 7.8 per cent. in attendance.

An Opportunity for Schools.

The Bishop of London, the Lord Mayor, and Sir Owen Seaman have published an appeal to all the schools in the land for help towards raising a fund of £25,000 for the Heritage Craft Schools at Chailey in Sussex. The three hundred crippled boys and girls need new buildings to replace the temporary and decaying structures in which some of them are housed. The fund would be the schools' share in the National Thanksgiving for the King's restoration to health. The Prince of Wales has given £500 entrusted to him by a friend for a charitable purpose and added a personal gift of £25. Subscriptions should be sent to Mrs. C. W. Kimmins, C.B.E., at the schools.

LITERARY SECTION.

BOOKS AND THE MAN.

Some Holiday Books.

Everybody who reads at all takes some pains to select books for holiday reading, and few succeed in reading everything they intended. Returning trunks invariably contain volumes which have not been opened since the holiday began. This is a discouraging thought for one who essays to suggest books for the holidays, but the publishers are not deterred, and Harrap has an admirable new series of "Short Stories of To-day and Yesterday" in neat volumes, excellently printed and bound, at 2s. 6d. each. Here will be found the best of Arnold Bennett, Chesterton, Jacobs, and many others. The same firm offer a new issue of "Essays of To-day and Yesterday" at 1s. each, with representative writings of such authors as Philip Guedalla, A. C. Benson, H. Belloc, C. E. Montague—in all a choice of twenty-six volumes.

Also from Harraps comes a splendid book of the sea, entitled "Sea Lore," and written by Stanley Rogers, the author of "Ships and Sailors." Mr. Rogers knows all about seafaring, and he has the knack of telling us what we want to know. He does this with an engaging simplicity of style, covering a score of topics, from types of craft to sea language and superstitions. His drawings in black and white are quite first-rate. The price is 7s. 6d. Another sea book comes from Heinemanns. It is entitled "Child of the Deep" (8s. 6d.), and gives the story of Joan Lowell's childhood on a South Sea trader, where she lived from infancy under the care of her father, the ship's captain and a real seaman. Doubt may be felt as to the genuineness of the story, but we are told that it is true in substance. It is certainly an interesting tale of adventure, told with racy freedom of epithet.

From Longmans there comes a charming volume entitled "Home" (4s. 6d.). It is written by Alan Mulgan, a middle-aged resident in New Zealand, who tells of his long-desired trip to the Mother Country. His impressions are extremely interesting, and, although he is critical here and there, his book is full of warm affection for England. There are some excellent woodcuts by Clare Leighton and a preface by Mr. J. C. Squire.

Readers of Emerson will welcome the volume issued by Constable at 3s. 6d. under the title "The Heart of Emerson's Journals." The editor is Bliss Perry, who has prepared an admirable collection of noteworthy passages from the larger work which appeared some twenty years ago. The present volume has a useful subject index, and it makes an excellent companion for a journey.

From Constable also there comes "A Life of

William Shakespeare," by John Quincy Adams, a new edition at 10s. 6d., with illustrations. It is a masterly piece of work, setting forth all the known facts, and placing them against the excellent background of the author's wide knowledge of the Elizabethan drama.

Lastly may be mentioned the interesting, though somewhat over-detailed, story of the raising of the American submarine S.51. The great task was directed by Commander Edward Ellsberg, whose book is published by Constable under the title "On the Bottom" (10s.). The record of these deep-sea divers is full of thrilling interest.

SELIM MILES.

REVIEWS.

Education.

TEACHING ENGLISH: by G. Y. Elton. Edited by J. Compton. (3s. Macmillan.)

This somewhat unusual book provides the teacher with just that tonic of which he is so often in need. It will, we feel sure, stimulate him in his work, furnish him with new ideas, revive his sense of humour, and generally put more life into him. It does not tell him exactly what to do, as so many ill-advised people are for ever attempting, but rather forces him to see that there are hundreds of ways he has never thought about of arousing a keener interest in the use and practice of English.

It is a courageous piece of work, and perhaps its chief value is that nobody will agree with all the author says. It is provocative, challenging, fresh, and invigorating; it arouses us from our lethargy, and makes us sit up and take notice. We recommend teachers to get this tonic and take it in large or small doses according to their needs.

P. M. G.

English.

Macmillan's "English Literature Series."—(1) SELECTIONS FROM SWIFT: edited by W. J. Halleday, M.A. (2s.)

This little volume of selections is very well done, and can be recommended for young students. It contains an interesting introduction, some useful notes, and questions and subjects for essays. There are no extracts from "Gulliver," but that popular person has a volume to himself in this series.

(2) A BOOK OF BLANK VERSE: edited with introduction, notes, and suggestive exercises by E. F. Reynolds. (1s. 6d.)

An excellent selection illustrating the development of this form of verse from the sixteenth century to the present time, from "Gorboduc" to

Clemence Dane. Many of these pieces are suitable for practice in recitation.

(3) **THE TRUMPET MAJOR** (abridged): edited by J. H. Fowler, M.A. (1s. 9d.)

Mr. Fowler deserves to be congratulated on this excellent series (of which he is the General Editor), and in particular on the attractive little volume in question, which serves as a capital introduction to Hardy for young people. It has already been approved by the class librarian of our Upper Form.

J. W. B. A.

French.

(1) **L'EPOPEE DE L'EMDEN**: par Claude Farrère et Paul Chack. Edited by W. G. Hartog. (1s. 6d. Harrap's "Modern Languages" Series.) (2) **LA BATAILLE DES FALKLAND**: par Claude Farrère et Paul Chack. Edited by W. G. Hartog. (1s. 6d. Oxford Univ. Press.)

There are still many who for obvious reasons would not find these two "epics" of the war palatable reading. Boys under the age of thirty will not be of their number. The staunchest pacifist amongst us is stirred by tales of war and bloodshed: boys brought up with Henty and Kingston cannot fail to be thrilled by these two accounts of events so recent. The names of the authors, two French naval officers, are a sufficient guarantee of historical accuracy and literary merit.

A. B. G.

A BOOK OF FRENCH VERSE FROM HUGO TO LARBAUD: edited by T. B. Rudmose-Brown. (2s. Oxford Univ. Press.)

This will serve as a useful introduction for senior forms to modern French verse from the Romantic movement to the present day. The examples are well selected (the more aggressively obscure types being omitted) and arranged in sections representing the various "schools." The introduction gives a brief account of the structure of French verse. Short biographical notes are added.

A. B. G.

German.

MODERN GERMAN SHORT STORIES: selected and edited by H. F. Eggeling. (3s. 6d. Oxford Univ. Press.)

Mr Eggeling, feeling that there is a lack of reading material in German for pupils preparing for the University Entrance and like examinations which is sufficiently alive, *i.e.*, of present day interest, has very successfully supplied the need. The book contains eight short stories of varied interest, brief notes, short sketches of the authors' lives, and a vocabulary. Included in the introduction is a five-page summary history of the German novel and short story from the time of Goethe to the present day, which those wishing to pursue the subject will find very useful. In every way an excellent book.

J. S. H.

Physics.

(1) **HEAT, LIGHT, AND SOUND**: by P. J. L. Smith, M.A. (5s. 6d. Dent.) (2) **ELECTRICITY AND MAGNETISM**: by C. Mayes, M.A. (3s. Dent.) (3) **AN INTRODUCTION TO PHYSICAL SCIENCE**: by I. B. Hart, Ph.D., B.Sc. Second Edition. (4s. Humphrey Milford.) (4) **PRIMARY PHYSICAL SCIENCE**: by W. R. Bower, B.Sc. (Pitman.)

The number of books dealing with elementary physics up to the standard of the Matriculation and School Certificate examinations is increasing with alarming rapidity. Every teacher of physics appears to be anxious to proclaim to the world his own particular method of teaching and his own particular order of dealing with the usual familiar topics. The sad part of all this is that the books when published are all so alike that it is quite difficult to distinguish one from the other. Nearly all are quite efficient, and probably most of them possess one or two points of advantage over their fellows, but for the rest they are so terribly ordinary.

Four books on school physics are under consideration here:—

(1) Mr. Smith is the Senior Science Master at Loretto, and has written on Heat, Light, and Sound for Matriculation candidates. The wave theory of light is introduced from the first, and this is probably an advantage, because the boys realise at the start that the geometrical conception of rays is purely a convention which is used to facilitate the working out of problems. The section on Sound is also interesting, and contains some references to recent work in this subject.

(2) Mr. Mayes is an assistant master at Eton. His book on Electricity and Magnetism for School Certificate boys is perhaps not quite as detailed as some of the similar books on the subject, but nevertheless makes interesting reading.

(3) Dr. Hart has issued a second edition of his book. He has made very few alterations from the first edition, which was reviewed in these columns when it appeared, and the section on Magnetism and Electricity is still very short. It is quite suitable for beginners, but cannot be regarded as a "formal" text-book.

(4) Mr. Bower's book is, as its name implies, an introduction to science for pupils of considerably less than Matriculation age. The course which he has provided comprises the elements of Mechanics, Hydrostatics, and Heat, and explanations are given of phenomena which are continually met with in everyday life. The book is rather expensive for its size, but should prove useful to those for whom it is intended.

R. S. M.

Chemistry.

A NEW SCHOOL CHEMISTRY: by F. Sherwood Taylor, M.A., B.Sc. (5s. Dent.)

The special feature claimed for this book is that it contains the whole of the work, both theoretical and practical, which is needed for the certificate and matriculation examinations. The text is arranged with the idea of relieving completely the teacher and class of the necessity of spending time on lecture notes. Whether it is a good thing to relieve the class in this respect is a matter which is open to question. If any of the class later become students at a University they will not have learned the essential art of note-taking and thus be considerably handicapped.

The method of treatment adopted proceeds along the usual lines and the subject matter necessary for the above-mentioned examinations is adequately covered. In some cases more care might have been taken with the diagrams, this being especially noticeable in Fig. 54, where three tubes, all of which are meant to be of the same size, are all drawn of different sizes. The old-fashioned idea of representing chemical bonds as hooks is used. It is news to learn that silver bromide does not darken on exposure to light. The old method is given for making phosphorus, no mention being made of the modern electro-thermal process. T. S. P.

History.

WAR IN WORLD HISTORY: by A. Reid Cowan. (6s. Longmans.)

The author attempts to show the influence of war upon history, and concludes pessimistically with the idea "that men in the mass have always loved fighting for its own sake as well as for economic advantages." To smash down his argument, I need only refer to Elliot Smith's "Human Nature," Perry's "War and Civilisation," or the more elementary "Story of Civilisation" by Cory.

Mr. Cowan uses the term "instinctive warfare." An instinct is a gift from nature; it is not a product of education. Warfare *has* to be taught; that is why we have courses of military education and sergeant-majors. Therefore the idea that war is "a biological imperative" lacks support. War is the result of a lengthy education in organised violent behaviour, and, by reversing that education, war can be annihilated.

When dealing with pure history, Mr. Cowan's remarks are interesting, even if they lack newness. But his wanderings in biology and anthropology cannot be accepted as possessing historical values, neither do they support his argument since they do not treat the subject as fully as they need to do.

The book offers little cause for enthusiasm, and the story of the origin and future of war could be told in less than half the number of pages used by Mr. Cowan. H. C.

General.

A PEACE ARCHITECT.

THE ORDEAL OF THIS GENERATION. Halley Stewart Lectures, 1928: by Gilbert Murray. (4s. 6d. Allen & Unwin.)


Since the Great War Professor Gilbert Murray has been a foremost figure, not merely in peace-making by maxims and exhortation but in practical and (in the best sense of the term) political methods of peace-architecture. At the League of Nations Assembly at Geneva, in 1923, his proposal to have League Consuls in disturbed Minority regions failed; but we may regard Murray himself as an unofficial League Consul for the whole world. The seven lectures here collected not only convey a great deal of clear information on the working of the League. They put the League into a stream of social dynamic, and invite the reader to regard the League and its Covenant with continuous friendly criticism. The title of the series—"The Ordeal of this Generation"—points to a process of disillusion, repentance, and purgatory, by which the nineteenth-century mind won its painful way through the war to the Covenant and the Court of International Justice. In nine years the League has habituated the nations to pacific conferences:—

"Where formerly an international conference was a rare and formidable affair, and every international agreement a precarious adventure liable to be wrecked by one dissentient, now the conferences take place as a matter of routine every three months, while settlements of disputes by arbitration or judicial settlement are so common and create so little concern that they are scarcely mentioned in the newspapers."

On arbitration, mandates, disarmament, and economics the Professor provides ample notes and queries, and his essays are illumined with historical allusions, lively personal references, and a paternal philosophy. F. J. G.

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A Key to the book, entitled "SOME HINTS AND SOLUTIONS," is now in preparation and will shortly be published. It will not contain solutions to all the questions, but will give hints for the solution of a good many and will outline solutions of others.

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NEWS FROM THE PUBLISHERS.

Correction.—The publishers of Thurston's "Progressive Geography," Book IIa, and Allardyce's "Latin for Beginners" are **Messrs. Edward Arnold and Co.**, and not E. J. Arnold and Co., as appeared in the July issue under "Publications Received."

The London County Council's monumental survey of the metropolis will shortly be enriched by the publication, through **Messrs. B. T. Batsford**, of a new volume dealing with the City parish of All Hallows Barking. The Church of All Hallows is one of the few existing City churches which escaped the Great Fire, and is now closely identified with the Toc H movement. The volume contains a full historical account of the parish church, followed by a detailed description of its architectural features, the whole fully illustrated by photographs of exterior and interior views and details, besides drawings and sketches.

The Cambridge University Press will publish shortly a new book by A. W. Siddons and R. T. Hughes for use with their "Trigonometry." It is not intended to provide solutions to all the questions, but to give hints for the solution of a good many and to outline the solutions of others. The title of the book will be "Some Hints and Solutions."

Messrs. Constable announce that they will publish this month three text-books for extra-mural studies, the titles being "Chemistry in the Home," by J. B. Firth, D.Sc.; "Studies in European Literature," by Janko Lavrin; "The Growth of the World and of its Inhabitants," by H. H. Swinerton, D.Sc.

Messrs. William Heinemann will publish in the early autumn "Joyous English," by Miss E. I. Walker, describing an entirely new method of teaching children to read, which has proved exceptionally successful in classes of widely differing type, and has been accorded the enthusiastic recommendation of many prominent educationists.

Travelling Scholarships.

The Commercial Education Committee of the London Chamber of Commerce have awarded the two Charles R. E. Bell Senior Travelling Scholarships to Mr. William A. Mercer, of Hele's School, Exeter, and Mr. Arthur G. Fitzgerald, of the L.C.C. Highbury Commercial Institute. The scholarships are worth £150 each.

Mr. John Drake, M.A. Oxon., B.A. and B.Sc. London, Senior Physics Master at Rutherford College, Newcastle, has been appointed Head Master of King Charles I School, Kidderminster.

PUBLICATIONS RECEIVED.

EDWARD ARNOLD AND CO.

- The Living World Geographies. Book 2—The British Isles: by M. T. Woodhouse, B.A. Paper, 1s. 3d.; cloth, 1s. 6d.
Sensim—A Systematic Course in Latin Unseen Translation: by R. D. Wormald, M.A. Book II. 2s. 6d.
Calculus for Technical Students: by S. N. Forrest, M.A. 5s.
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A Social and Industrial History of England: by F. W. Tickner, D.Litt. 7s 6d. net.
Living English: by J. R. Crossland. Book 2. Paper, 10d.; Cloth, 1s.
Britain and Europe: by R. A. F. Mears, M.A. Book 2. 3s. 6d.

GEORGE ALLEN AND UNWIN, LTD.

- A Modern Philosophy of Education: by G. H. Thomson. 8s. 6d. net.

G. BELL AND SONS, LTD.

- Experimental Hydrostatics and Mechanics, for School Certificate Students: by E. Nightingale, M.Sc. 4s. 6d.
First Year Practical Physics: by A. Pickles, M.Sc. 1s. 6d.
De Segur—La Retraite de Moscou: edited by J. C. M. Edwards, M.A. 1s. 6d.
Latin Prose Composition: by E. C. Marchant, M.A., and G. Watson, M.A. 4s. 6d.

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- Dépit Amoureux: by J. P. Molière. 2s.
Trigonometry: by A. W. Siddons, M.A., and R. T. Hughes, M.A. Part 4. 3s. 6d.

CONSTABLE AND CO., LTD.

- Man and Civilisation: by J. Storck. 15s. net.
The Heart of Emerson's Journals: edited by Bliss Perry. 3s. 6d. net.
The Hittite Empire: by J. Garstang, M.A. 25s. net.
On the Bottom: by Com. E. Ellsberg. 10s. net.

(Continued on page 288.)

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES



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THE EDUCATION · OUTLOOK

AND EDUCATIONAL TIMES

SEPTEMBER, 1929.

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 School Age.

The Government announce that the school age is to be raised to fifteen in April, 1931. This news is welcomed in many quarters, but it is idle to ignore the administrative difficulties which attend the project. These are so great that there is a real danger of our losing for years to come the true benefits of the Hadow proposals. It is almost worse than useless to extend elementary schooling as we have known it in the past. To say this implies no disparagement of the teachers or of the schools concerned, since their chief duty has been in the field of primary education. Down to a few years ago this was so far recognised that the period of full-time attendance in public elementary schools might end when the child was twelve years old. Hitherto the raising of the school age has not been accompanied by adequate provision for post-primary needs. We have merely stretched the elastic band without increasing its substance. Children have been kept at school without due regard to their educational needs because the country has not been ready to meet the cost of building and equipping schools such as are necessary for the post-primary stage.

The Hadow Proposals.

The Hadow Report recommended that all children should have a period of post-primary schooling, and it is for this purpose alone that the school age should be raised. We must not permit the true reason to be overlaid by talk about unemployment, although it is true that this offers a good subsidiary argument for the change. Our aim must be educational rather than economic, for if the educational aim is fulfilled there will follow economic consequences far greater than those connected with any immediate problem of unemployment. During the next nineteen months we must provide or adapt schools and equip them for the secondary stage of education. We must also select a corps of teachers who are fitted for the new work which will be required. This will demand a large outlay, and it remains to be seen whether the Chancellor of the Exchequer and the local authorities will be ready to find the money.

The Supply of Teachers.

The raising of the school age will bring an addition of about half a million pupils, and if these are to receive the right kind of instruction we shall need fifteen thousand teachers. The present total annual output from the training colleges is considerably less than half this number, and it will be necessary to take special steps to obtain new teachers. Already the Board have given permission to the colleges to increase their number of entries in the autumn. This will do something towards absorbing the hundreds of applicants who were excluded for want of room, but the addition will not go very far towards meeting the need. There is a danger that we may be led to accept a large number of unqualified and untrained persons such as were recruited for elementary schools years ago under the name of supplementary teachers and are still retained because they are cheap. This example should serve to remind us of the difficulty of getting rid of such substitutes.

Dilution.

Any wholesale dilution of the teaching profession should be resisted. Other expedients offer themselves. Thus the rule requiring women teachers to resign on marriage should be suspended where it is in force. Also there should be some relaxation of the custom, based on economy rather than educational considerations, which is leading to the superannuation of teachers as soon as they attain the age of sixty, whether they are fit to continue or not. A further measure would be to extend the facilities for training in teaching by enlarging the existing colleges and university departments of education, and also by developing the plan, already provided for in the Board's regulations, whereby the young teacher may take a course of training in an approved school. Our aim should be to secure an annual recruiting of ten thousand trained teachers. Nothing less will satisfy our needs in the future. The number is large, but it is not too large if we have regard to the scope of the Hadow proposals and to the fact that the present staffing of elementary schools is far from satisfactory.

The Grading of Teachers.

Problems of recruiting are bound up with the question of the professional status of the teacher. It is extremely unlikely that we shall be able, in the near future, at any rate, to provide a fully qualified and trained teacher for every group of pupils. In every profession there are subordinate grades in which individuals have duties which they are qualified to perform without being vested with final responsibility. They are responsible to the professional man or woman with whom they work. Thus the doctor, as a professional man, is responsible to the public, but the nurse or dresser works under the doctor's supervision and is responsible primarily to him. Similarly we ought to have grades in educational work. Responsible positions should be assigned only to teachers who are registered as full members of the Royal Society of Teachers. These alone should be described as teachers; others in subordinate grades should be in every instance responsible to a teacher, and they might be described as instructors. At present we apply the term teacher to young women who have no attainments beyond a charitable school certificate and have taken no course of training for the work which they are permitted to attempt. Such people cannot properly be described as teachers, although many of them are able to do useful work under skilled direction.

School Buildings.

The provision of school places for half a million children is a material difficulty no less great than finding a supply of teachers. On our present scale of building costs the outlay required may well exceed twenty millions. This great sum will make the authorities pause. It ought to make us revise our notions of school building. At present we are spending more than is really necessary or even useful in the long run. Schools are constructed in a manner so solid and permanent that they become a hindrance to progress. There are many schools of which the plan was approved and convenient when they were first built, but to-day they are obsolete. Examples are to be found in London, where the older schools have classrooms to take sixty pupils, whereas the modern demand is for classes not exceeding forty. All over the country there are schools which are out of date, although far from being included on the Board's "Black List." Yet we cannot easily discard or alter them. In some instances they are not yet paid for owing to the absurdly long period allowed for the repayment of loans on school buildings. In these days it is quite practicable to have schools which are seemly and convenient built of materials which are comparatively cheap. Such schools could be altered and kept up to date, or even discarded altogether, without ruinous loss.

The School Certificate.

The latest criticism of the First School Certificate Examination is directed against the difficulty of certain papers so far as they concern pupils who have gained free places after a period in elementary schools. Such boys and girls have to take up Latin and French from the beginning, whereas their schoolfellows have begun those languages some years earlier. The critic suggests that the Latin papers are too difficult for the late starters. A more general criticism is made, namely, that the pass standard is too high. It can hardly be denied that something is wrong with the examination. It was intended to be a test which average pupils could take without special preparation. As things are turning out, the School Certificate requirements are dominating beyond reason the whole life of our secondary schools. The prospect of failure makes many children unhappy, since the entrance to a large number of careers is barred to those who cannot fulfil a requirement which is arbitrary and in some respects absurd. When teachers become professional men and women they will no longer submit to having their work adjudged by external bodies, nor will they permit the future prospects of their pupils to remain at the mercy of examiners who sometimes behave as if they had never been children, but had sprung, fully armed, like Minerva, from the head of some academic Zeus.

World Conferences.

We print this month short accounts of World Conferences on Education. These gatherings are doubtless interesting and profitable to those who attend them. They offer limited opportunities for promoting international good fellowship, and apparently they are regarded also as occasions for the display of special systems and methods. But their effect on the real work of education is very slight. To begin with, they are attended almost solely by those who are already alert-minded—some of them to the extent of being wrong-headed—and what we most need is not a mutual exchange of enthusiasms but a wider spread of them. The vast body of teachers in all countries are convinced that the common round and daily task furnish all they need to ask. It is no part of their interests to read books on educational theory, to study new methods, or to consider the reasons for what they do in their classrooms day by day. Many are feebly ashamed to be known as teachers, and would never dream of reading an educational journal in a public vehicle, even if they read one in private, which is doubtful. This deplorable lack of interest in the principles of their work reflects itself in their teaching, making them mere empirics when they ought to be professional workers in the real sense.

AT THE HIGH TABLE.

[Under this heading appear from time to time articles from eminent men and women concerning different aspects of education. In the following article Professor J. J. Findlay gives some impressions of the recent Conference at Elsinore.]

VIII. A Mighty Crowd and a Great Achievement.

I am writing this sketch on the spot after a week in Elsinore, with another week to follow. This meeting of teachers is noteworthy if only because of the numbers it has attracted: but there is a good deal more behind. As regards numbers, the registered total is 1,777; Scandinavia (including Finland) contributes 566; Germany, Austria, Holland 300; the British Empire and the United States about 600, the Romance countries only 100; about the same from Poland and other Slav countries; another fifteen countries contribute each a few. An unwieldy crowd! Mrs. Ensor and her staff did not expect such an assembly, and the resources of these good-natured Danes are taxed to the utmost.

What brings them? Two motives seem to stand out. First of all there has grown up a pretty definite idea of the "New" Education, which attracts many teachers who, in their daily round, feel discouraged: as one of them said to me: "Here we feel that we are in the right: that others are on our side." These wistful strugglers for a new way in education find about them a whole cohort of confident reformers, to whom I will refer in a moment. Then, secondly, there is the urge to internationalism. There are hundreds of people here who know little in detail of the European scene, but their emotions have been stirred to the depths by all that has passed since 1914: they come here on a kind of "conducted tour to a world set free."

The cynic might indeed find matter for scoffing as one sees, so to speak, booths erected for the worship of a dozen various "systems" of education that alternately compete and combine. Here is Madame Montessori herself, with a special "Congress" of her own. The Dalton Plan is expounded by its founder, Miss Helen Parkhurst; Dr. Decroly sails in from Brussels; the Winnetka Plan from "Progressive" America; Cizek from Vienna is, unfortunately, debarred by illness, but a representative hands you his circulars. It appears that in many quarters of the globe a teacher can obtain merit if she can produce testimony that she has attended a course conducted by one of these great folk. About a dozen "courses" are offered of this kind; courses, that is, for which a special fee has to be paid in addition to the general membership fee. Hundreds of people stand aloof from courses; they come in order to pursue some special aspect of "The New" in education, and join with foreigners from all parts

in a "group," which meets daily to thrash out some specific problem. These groups, in a general way, remind one of the Sections of the British Association—not, of course, in the quality of the researches set forth, but in the division of the multitude into its parts. Finally one or two public lectures every day, and a daily lecture course devoted to novelties in psychology, gives something to occupy those who apply themselves neither to courses nor to groups.

Of the junketings—trips, receptions, national "fests," dances, songs—nothing need be said, for they naturally get into position when a multitude of forgers in the cheerful atmosphere of the seaside in Scandinavia.

Now is this great gathering of the clans worth while? Has it provided much more than a change of scene for hundreds of weary teachers? I think it has: I think very definite impressions are being made, especially on the minds of the beginners, if we may so call them, to whom Europe has hitherto been a closed book. And for a few it has done more, much more: some definite contributions have been made in the field which the organisers specifically marked out for this Conference, viz., in psychology as affecting the curriculum. I myself have only attended a few lectures, but I have learnt much from Dr. H. Siffel, of Berlin, on *Leibesübung*, and from Dr. Grube, of Vienna, on Art. Professor Nunn has not yet arrived, but he is visiting Elsinore for a few days, and we may be quite sure that he will handle his title "The Basic Principles of the New Education" in a fashion that will carry us beyond the shibboleths of systems to the philosophy and psychology which should underlie them.

One great hindrance besets us: the curse of Babel. Translators do their best, but it is tedious to wait while a rendering, often imperfect, is delivered. The Esperantists are, of course, around, pointing the moral and reproaching the authorities for not at once taking steps to set everything right. I share their aspirations, and have gone so far as to learn this charming tongue; but as propagandists they have much to learn. Meanwhile those who cannot follow a discourse in German or French are missing much, and, I think, missing even more by having to confine themselves to social intercourse with the Anglo-Saxon race. Our gathering, in fact, reminds me of the medieval university where the different "nations" each had their own *quartier*.

HENRY ADAMS ON UNIVERSITY TEACHING.

In the volume published some little time ago by Constable under the title "The Education of Henry Adams" there appears the following shrewd criticism of University life. Adams was an Assistant Professor of History at Harvard for seven years and he found the experience unsatisfying.

"The uses of adversity are beyond measure strange. As a professor, he regarded himself as a failure. Without false modesty he thought he knew what he meant. He had tried a great many experiments, and wholly succeeded in none. He had succumbed to the weight of the system. He had accomplished nothing that he tried to do. He regarded the system as wrong; more mischievous to the teachers than to the students; fallacious from the beginning to end. He quitted the university at last, in 1877, with a feeling that, if it had not been for the invariable courtesy and kindness shown by every one in it, from the President to the injured students, he should be sore at his failure.

"The only part of education that the professor thought was a success was the students. He found them excellent company. Cast more or less in the same mould, without violent emotions or sentiment, and, except for the veneer of American habits, ignorant of all that man had ever thought or hoped, their minds burst open like flowers at the sunlight of a suggestion. They were quick to respond; plastic to a mould; and incapable of fatigue. Their faith in education was so full of pathos that one dared not ask them what they thought they could do with education when they got it. Adams did put the question to one of them, and was surprised at the answer: 'The degree of Harvard College is worth money to me in Chicago.' This reply upset his experience, for the degree of Harvard College had been rather a drawback to a young man in Boston and Washington. So far as it went, the answer was good, and settled one's doubts. Adams knew no better, although he had given twenty years to pursuing the same education, and was no nearer a result than they. He still had to take for granted many things that they need not—among the rest, that his teaching did them more good than harm. In his own opinion the greatest good he could do them was to hold his tongue. They needed much faith then; they were likely to need more if they lived long.

"He never knew whether his colleagues shared

his doubts about their own utility. Unlike himself, they knew more or less their business. He could not tell his scholars that history flowed with social virtue; the Professor of Chemistry cared not a chemical atom whether society was virtuous or not. Adams could not pretend that medieval society proved evolution; the Professor of Physics smiled at evolution. Adams was glad to dwell on the virtues of the Church and the triumphs of its art; the Professor of Political Economy had to treat them as waste of force. They knew what they had to teach; he did not. They might perhaps be frauds without knowing it; but he knew certainly nothing else of himself. He could teach his students nothing; he was only educating himself at their cost.

"Education, like politics, is a rough affair, and every instructor had to shut his eyes and hold his tongue as though he were a priest. The students alone satisfied. They thought they gained something. Perhaps they did, for even in America and in the nineteenth century life could not be wholly industrial. Adams fervently hoped that they might remain content; but supposing twenty years more to pass, and they should turn on him as fiercely as he had turned on his old instructors—what answer could he make? The college had pleaded guilty and tried to reform. He had pleaded guilty from the start, and his reforms had failed before those of the college.

"The lecture-room was futile enough, but the faculty-room was worse. American society feared total wreck in the maelstrom of political and corporate administration, but it could not look for help to college dons. Adams knew, in that capacity, both Congressmen and professors, and he preferred Congressmen. The same failure marked the society of a college. Several score of the best educated, most agreeable, and personally the most sociable people in America united in Cambridge to make a social desert that would have starved a polar bear. . . . Society called them professors, and professors they had to be. While all these brilliant men were greedy for companionship, all were famished for want of it. . . . Thus it turned out that, of all his many educations, Adams thought that of school teacher the thinnest."

RECENT EDUCATIONAL CHANGES IN CZECHOSLOVAKIA.

[FROM A CORRESPONDENT.]

To understand the recent educational changes in Czechoslovakia it is necessary to look back at pre-war conditions. The Czech school system, although Austrian as far as the organisation was concerned, was Czech in spirit. From the time of the national renaissance all prominent Czechs have tried to go back to the period of the Czech Brethren and Comenius. In this spirit the nation was educated, so that with the beginning of the world-war it was prepared to fight for its liberty in the same name of democracy. Masaryk's book, "The World Revolution," shows this development very clearly.

After the war educators were ready to begin under new conditions the great work of renovation. Two of the greatest, Joseph Ulehla and Professor Drtina, Masaryk's pupil, who were in spirit very near to Comenius, worked out a new basis for building up Czechoslovak schools. But these ideas could not be realised immediately after the war. First of all the new State had to be organised, and political questions took the first place. Slovakia, which, under the Magyar government, was without Slovak schools, was a difficult problem. The school system had to be started anew, and two universities and many technical schools were founded. It must not be forgotten that the new State was poor. For these reasons it was impossible to begin with a general school reform.

Among the changes introduced the most important was the inclusion of civic instruction into the elementary schools. This new course of study was a result of a political compromise between the progressive parties and the conservatives. The former followed the French ideal of a secular school, the conservative group tried to build up the system on a Catholic basis. The influence of the Catholic party, since its participation in State government, has grown constantly, yet it was not strong enough to change the former line of development.

There were few external changes in the conduct of Czechoslovak schools, but there were many changes in their internal development. Pedagogical theory underwent radical revision. The theoretical basis of the former educational work was positivist philosophy, but a turn from this line began to be apparent. During last year Professor Rádl's pamphlet "The Revision of Progressive Ideals in the Elementary Schools" was subjected to lively discussion by Czech teachers. This work is radically opposed to positivism. Though Rádl's view was not generally accepted, the content and methods of school work were changed greatly. In practice the influence of Switzerland and Germany is to be noted. In the last two years the influence of America has grown rapidly. James and Dewey, Baldwin and

Hall were known even before the war, and Thorndike's influence is now apparent. The tendency towards internationalism is strong, and many excursions have been made recently to Vienna, Germany, Switzerland, Holland, and Jugoslavia. The teachers want to see the work of other countries and to compare it with their own.

Czechoslovak educational ideas are at present represented primarily by some experimental schools. These are of two types. One is individualistic, emphasising the æsthetic character of schooling. Educators of this type regard themselves as educational artists and desire to express their own individuality in educating children, and their schools are like the American establishments in the progressive educational movement. Some are described in C. Washburne's book "New Schools in the Old World." Next come schools for crippled children. This type, however, is disappearing, and another type, represented by Professor Chlup's small school, which is attached to the Masaryk University at Brno (Moravia) is more favoured. The basis of this school is scientific. The different school subjects are studied and the results are measured, so that they can be used by other schools. The pupils of Professor Chlup's school are specially selected children.

Other schools are also following this method. All the better public schools are trying to keep pace with present educational tendencies. "Activity Schools" is the slogan, expressing the character of the effort. In moral education social needs are emphasised, and the Junior Red Cross is of much help in this respect. These efforts, however, are impeded where the work is not organised, and Prague leads in the effort towards organisation. The plan of this work, which has been published, contains important elements of a solid basis for each reform based on facts collected by the Prague Pedagogical Institute. It has been found that of the pupils entering the elementary school in the last two years 5 to 19 per cent. repeated the first grade. Many children repeat the same grade several times. About 10 per cent. of children of fourteen years have passed through only five elementary grades. The third grade of the higher elementary school is attained only by 52.6 per cent. of pupils.

This retardation is due to social as well as to educational conditions. The studies made by the Pedagogical Institute, the examinations by the Pirquet method, and cases treated by the centres of the social institutions "Nasim detem," &c., and a recent study by Dr. Necasová (of the Social School) shows a very close relation between social conditions and the school progress of children. It is

necessary to remove unfavourable influences. The city of Prague is therefore about to double the number of school doctors and to introduce social workers into the schools. It is necessary to organise all factors, so that there will be close co-operation between social institutions and school. Therefore a central office for child welfare is to be organised in the near future.

Educational hindrances are found, too, in the insufficient differentiation of Czechoslovak schools. Only the feeble-minded are taught separately in special classes and schools. The fact, however, that such a high percentage of children are repeating the grades demands a broader differentiation, the basis of which must be psychological. The reformers desire to begin with the differentiation as early as possible. There are to be established parallel classes in sufficient number for the children of a lower ability but not feeble-minded (Mannheimer system). These classes will include about 10 per cent. of pupils. They will be an organic part of elementary schools, but their programme of study and methods will be accommodated to the special needs of backward pupils.

The relation of the higher elementary school to the lower secondary school is to be as close as possible. The reformers, backed by the High School of Pedagogical Studies, are preparing an experiment with a new common type of this grade, as is the Junior High School.

School reforms are most important. Teachers are to be specially prepared for this new work. Official training is as yet insufficient. There have been no changes since the war. The teachers are trained in normal schools of a secondary school type. A new type of training is to be introduced at an early date. Candidates, after finishing the whole secondary school course, will follow courses at a teachers' academy (one to two years). Up to the present higher preparation was possible only through private study. The two schools for high pedagogical studies are private institutions, supported by teaching organisations. Special preparation for the proposed changes is therefore necessary. Courses for all teachers will be arranged so as to enable them to carry out the work of reform. At the same time certain educational experiments will be conducted.

The effect of this intensive work is naturally to be seen outside Prague. The teachers of Brno are to begin with the reform next year and also the teachers of Bratislava. In Brno at present a pedagogical museum and institution for the scientific study of education called "The Pedagogical Centre" is ready. Outside the large cities numbers of outside schools are doing similar work. We can hope that in a short time the movement will be extended to the majority of Czechoslovak schools.

All these activities were undertaken without the direct co-operation of school authorities. Since President Masaryk announced the necessity of school reform in the native land of Comenius, and expressed the fear that our schools might fail to keep pace with progressive foreign countries, a change has come about. The Minister of Education called together a gathering of specialists and asked their opinion about certain questions concerning the organisation of a new school system. Two questions especially were dealt with: the relation of the higher grade of elementary school to the lower secondary school and the question of classical languages in the different types of secondary schools. The great majority agreed that it is necessary to bring the two types closer together, so as to make possible an easy transition from one type to the other as the first real step to unification.

As far as the classical languages are concerned, the tendency is to introduce Latin in the fifth or at least in the fourth grade. The Minister of Education promised to support all sound experiments and reforms, and to take the initiative. The Ministry of Education is to introduce some experiments.

The effect of all this has been to arouse a strong interest in the Czechoslovak public. New associations arise, political parties and politicians are interested, and parent-teacher organisations are formed. If the present enthusiasm is maintained, a new era in the development of the Czechoslovak educational work is certain.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

September, 1849.—Teaching as a profession.

"Compare the condition of teachers with that of lawyers, of physicians, of surgeons, of divines, nay, of shoemakers and masons and tailors, and almost any other trade or handicraft, every one of which has its guild, or its association, with rules and provisions for mutual assistance and the general good. What bond of common education, of common interest, of sympathy in common pursuits, brings teachers together in any great fellowship? When, and where, and how do they meet each other, as do lawyers and physicians? Their occupations keep them necessarily much apart, it must be owned; each must work in his own school-room; but what organisation is there to bring them together elsewhere, to make them feel that though divided they are one, to erect teaching into a distinct, recognised, and respected profession, and to obtain for that profession the high standing and acknowledgment which it may well claim, and which one day it will surely have?"

TEACHER DIARISTS.

By S. W. JOHNS.

I wonder how many teachers keep diaries. I do not mean little waistcoat pocket affairs for noting engagements and petty expenses, but diaries that would be worth publication if discovered a couple of centuries hence as revealing interesting personalities or the life and thought of these post-war years. Not a great number, I guess; probably not more than an infinitesimal percentage.

Curiously enough, the only teachers' diaries mentioned by Mr. Arthur Ponsonby in his enthralling books on diaries all belong to the eighteenth century. There are but four of them and they pair off contemporaneously, Walter Gale with Thomas Turner, both of Sussex, in the middle of the century, and Samuel Teedon with John Fitzgerald in the nineties, but separated by the Irish Sea.

Walter Gale, a dismissed excise officer, was appointed master of the free school at Mayfield, Sussex, in 1750. Soon after his appointment he wrote in his diary:—"Master Kent and Mr. M. Baker came to the school. They discoursed with me of the number of scholars I would teach for £16 per annum. Master Kent proposed twenty-four, but after much debate the number was fixed at twenty-one; the third part of which are supposed to be writers." Later, the £16 was augmented by a house and garden, which let for £18.

The master's plea for a smaller class was evidently successful, but the premises should have been placed on the black list. On one occasion the master "found the greatest part of the school in a flow, by reason of the snow and rain coming through the leads." Another time he records handing to the Squire the following memorandum:—

"Whereas the deplorable situation of the schollers of the free school, arising from their being confined in a close room with a charcoal fire, hath been made to appear, it is thought absolutely necessary to do something whereby the pernicious vapour which arises thence may be vented and carryed off, for which purpose a cupola has been proposed; it appears by an estimate that the charge will amount to £3. 3s.; it is proposed to raise that sum by subscription."

One fine day Mr. Gale "left off school at 2 o'clock, having heard the spellers and readers a lesson apiece, to attend the cricket match of the gamesters of Mayfield against those of Lindfield and Chaley." It was not very long before there was friction with the managers. "A ragged congregation of scholars" was required to sit in the new church gallery. The Squire and "Old Kent" insisted that the master should sit with them, but "to this I did not assent." Later we read:—

"I met the old man in the town, who, without any provocation on my part, or saying a word to him, loaded me with opprobrious language, and told me the report of the town was that I was a drunken, saucy, covetuous fellow, and concluded with his opinion, that I had neither good breeding nor honesty."

In an application for another school the harassed master wrote that "a bare recital" of "all the indignities offered me by my antagonist, old Kent," would "fill a volume in folio." However, though the friction continued, Mr. Gale held his post for about twenty years, only, unhappily, to be removed eventually "for neglecting the duties thereof."

Of the four diarists Walter Gale gives most information about his pedagogic life, and he throws a great deal of light on his extraneous activities, too. Like thousands of his professional brethren since that day he had perforce to find means of adding to his meagre stipend. He was therefore "a land measurer, a practical mathematician, an engraver of tombstones, a painter of public-house signs, a designer of ladies' needlework, and a maker of wills." He received half-a-guinea for designing a bed-quilt, which he finished "after five days' close application," and as reward for a handkerchief he was given "a pint of strong."

I might go on, referring to his thirst, his clothes, his books, and his eye for nature, but others are waiting in the queue. We have to thank the merest chance for the preservation of Walter Gale's diary. A century after it was written its pages were found by the Mayor of Hastings "spread out in a garden to be dried for the purpose of lighting fires!" The diary has been printed by the Sussex Archæological Society.

I wonder if Walter Gale ever met Thomas Turner. He says on one occasion, "I went to Church at Hothley." In 1754 Thomas Turner was practising as a schoolmaster at East Hoathly, but, unlike his contemporary, he was a teacher for a very short time and made few references to the fact in his diary. Thomas Turner's pupils paid 3d. a week, but he soon abandoned schoolmastering for a multiple shop, and doubtless found his hydra-occupation of grocer, draper, haberdasher, hatter, clothier, druggist, ironmonger, stationer, glover, undertaker, hop and wheat dealer, with overseership of the parish by way of relief, more remunerative than teaching.

On June 20, 1755, he wrote:—"This day being my birthday, I treated my scholars with about five quarts of strong beer, and had an issue cut in my leg"; but on May 15, 1756, he said: "This day I resigned up my school to Francis Elless." Con-

viviality was Thomas Turner's besetting sin, though he was honest enough to write: "I think I never found the vice of drinking so well exploded in my life, as in one of the numbers" of the *Tatler*. The entry shows that he was something of a reader. He read "Clarissa Harlowe" with his wife, Homer's "Odysseys," Gay's "Fables," Tillotson's Sermons, "Paradise Lost," the *Spectator*, and "John Wilkes's 'North Briton.'" Thomas Turner was twenty-six when he gave up teaching and sixty-one when he died. His diary, which covers eleven years, was published by The Bodley Head in 1925.

Samuel Teedon was schoolmaster at Olney, Bucks, and a friend of William Cowper. Over seventy of the poet's letters to Teedon are in existence, though only one is included in Mr. E. V. Lucas's selection in the *World's Classics*. Teedon's school occupied the upper room of an old building called the Shiel Hall. He was assisted by Eusebius Killingworth, his cousin's son, who was "a beautiful penman" and "a first-rate arithmetician and algebraist." The masters, who also held evening classes, "deserved a popular and flourishing establishment," but education was not popular and its Olney exponents were far from flourishing. Teedon "prayed extempore every morning with his scholars, and on Thursdays delivered an exhortation to them." His diary, which runs from October, 1792, to February, 1794, was edited by Mr. Thomas Wright and published in 1902. Almost the first entry records the offer of "the Schoolmastership to the Colony of Sierra Leone," but Teedon "gave a positive denial on the score of the climate."

The diary covers a variety of everyday topics, visits, ailments, expenses, domesticities, reading, gossip. Comparatively few of the entries relate to the school, and some merely record the arrival or departure of pupils or payment of fees. One entry reads: "I kept school till 3 of the clock. Had 13. Writ." Another: "Willson called me in and desired his boy should be set more & kept stricter in tasks, &c." And another: "Mr. Tyrrell, at the Swan at Newport, agreed to send his son to school by the Qr at 9s. I to find ink and pens." One day he "could not bare the school on Acct. of the Smoak," and on another he purchased a "beating-block." Finally he wrote: "I went to school, it proving a deep snow which came very suddenly. I had but 2 came which I dismissed, & in the afternoon I had but 6."

John Fitzgerald, an Irishman, combined the duties of an itinerant "Teacher of Mathematics" with the editorship of the *Cork Remembrancer*. A diligent student of the newspapers, he was often to be seen in coffee-room and oyster tavern. Few passing events seem to have escaped his notice. He contributed to the *Remembrancer* "a Chronological Account of all remarkable Battles, Sieges, etc., and

other memorable occurrences that have happened since the Creation, to the Present Year, 1783—more especially for the City of Cork."

His diary, extracts from which have been published by the Cork Historical and Archæological Society (to whom I am indebted for the loan of a copy), exactly covers the year 1793. Almost every day the state of the weather is noted, and many of the entries have to do with the movements of regiments and the coming of ships to the port. There are some interesting details of food and coal prices, mention of a comet which astronomers have failed to recognise, a few references to national and continental events, and numerous records of which "J. Baily and I had 3 pints of punch" is typical.

Most of Fitzgerald's data relating to teaching are, like Teedon's, mere notes that he began or ceased to instruct some named pupil. Here is the first scholastic entry: "14th Jan.—A desperate cold day, wind due N. I began to teach abroad this morning for the first time since Christmas, at Allen's, Mann's, and Dr. Orpen's." Another entry reads: "Mr. Sandiford's drawing-room this day converted into a school-room for his boys." And another: "Began to teach Whetham's son and Parker Dunscombe at Mr. Hincks' School, and is to give me but a guinea a quarter in future, but I don't know how it will be with regard to the quarter now going on."

"Sent a bad judgment on Parker Dunscombe for inattention" is ominous, as is also "Ned Daly eloped most of the day, and I discharged him, as his mother would not allow me to whip him."

Westonbirt's First Speech Day.

Westonbirt has had its first Speech Day, Lord Gisborough presiding. The Head Mistress, Mrs. Houison-Craufurd, reporting on the first year, said the school opened in May, 1928, with seventy-two girls and nine teachers. In September it would have grown to 230 girls and a staff of thirty-two. She felt there was a glorious future for Westonbirt and for what they regarded as the Westonbirt spirit—the development of a strong sense of truth and honour, and an understanding of the responsibility of working for the good of the community and to be of service in the world.

Inherent Capacity

In his annual report, Dr. A. Brown Ritchie, School Medical Officer for Manchester, writes:—"No education will ever elicit a capacity which is not inherent in the individual. A fairly large proportion of the children we call 'backward' are children whose capacities are definitely of a non-linguistic type and concrete rather than abstract, a type that can handle things more readily than ideas."

LETTERS FROM A YOUNG HEAD MASTER.

IX. School Camps, and some Conclusions.

My dear H.—We have survived. Our first school camp is over, and with it our first adventurous year. Now, as Walter de la Mare says, "Rest, rest, and rest again," until September.

The camp was all of a piece with our other experiences. We were fortunate; the sun shone brilliantly throughout, the little village we had chosen satisfied the needs of everyone, and we had no casualties.

But oh! time and again I remembered your wise words—"If you organise a school camp merely for the sake of giving your children a good holiday, your labour is barren and your undertaking fruitless." I fought you over this; I argued that the sun and the sea and air on the youngsters' limbs were alone worth all the time and trouble: but I think I see now some of the possibilities in a well run school camp; and I am grateful to you for maintaining your view unflinchingly.

Camp is life with the lid off. (I'd seen phrases like that before, and read them, and passed them by; but now that I myself have written the previous sentence, knowing fully that I mean it, and what I mean by it, I can never again read lightly any author who makes use of a similar expression.) "Each for himself, and the devil take everyone else"; for two days that motto was writ large on almost every face in our camp. Our discipline and our preparations carried us through the long and wearisome journey and the taking up of our quarters; and then all the primeval savagery locked up in our youngsters' hearts was for a while let loose.

The meals—you should have seen them. Greed and chaos unchained. You would hardly believe (though, of course, *you* must have witnessed similar scenes, or you would never have stuck to your guns as you did regarding school camps) that ordinarily decent, well-behaved children could become such little savages. I, at any rate, had no conception.

What did we do? What I am sure you would have done, and have done, in an emergency like ours. For thirty-six hours, through six deafening and disgusting meals, we sat and looked on. Then we felt we knew exactly what we had to face, and we acted.

Really, it was absurdly simple. Five minutes' quiet talk, two rules, and chaos resolved itself into order; and the order remained with us throughout. Of course, we staff could have imposed those rules at the outset and they would have been obeyed, and there would have been no chaos; but I am sure you will agree that we were right in the course we took: and I am equally sure that you have already anticipated our reasons for taking that course.

Before we took action (and it was that we waited for) there was gathered round us in a solid, determined phalanx all the best elements in the camp, ready and eager to support us in any effort to put an end to a situation which frightened and repelled them. We had to let them see what could happen before we could draw them to us.

After that we drove in the ideas of service, courtesy, restraint at every possible moment. And the response: magnificent! The little band of those upon whom we could rely anywhere, at any time, for anything, grew and was reinforced daily, till at the end there were but few remaining of whom one had to say that camp had taught them nothing.

Yes: camp was all of a piece with our experience throughout the year. From the start, even through those hours we leaders held so critical, the tide of happiness welled up and bore all along on its flood. From the start, a tiny group, gradually increasing, who saw deeper than the surface, and who longed for the richer happiness that comes alone from the well-ordered life; and who became resolved to obtain for all that richer happiness. From the start, a superstructure, many parts of it valuable, many parts redundant; and a band of devoted workers desperately, feverishly, working against time to underpin it, lest its own weight should prove its downfall.

Have I made you understand? It has been a tremendous struggle, this first year, none the less arduous because we have all been so happy throughout. But it has been worth it, because now I feel I have with me a group of friends, both men and boys, who realise that happiness is not enough, and who are prepared to go with me anywhere and to do anything, in order that in our school we may achieve that peace which comes only from the consciousness of a grand purpose worthily striven for and in part attained through united and single-hearted effort.

Last year I started out alone, save for friends such as yourself, who from a distance never failed in encouragement and advice; now I have my Tenth Legion.

Yours ever,

G. S.

Some Appointments.

Mr. B. Libbish, B.A., has had conferred upon him the Order of "Officier de l'Instruction Publique," in recognition of his services as Modern Language Master at the Coopers' Company's School, London, and head of the Language Department successively of Queen's Road and of the Paddington Commercial Institutes, London.

THE TEACHING OF ENGLISH IN JAPAN.

By C. BOYD-BOWMAN, late of the Seikei Gakuen and Waseda University, Tokyo.

From the time immediately following the reopening of the country to intercourse with foreign nations when Japan was organised as a modern state, education became increasingly important. As the major policy of the Meiji Era was directed to the absorption and copying of Western ideas, methods and practices, the study of modern European languages was regarded as the first step. Although French has never occupied a place in the curriculum of any save a few special schools, from the beginning English study has become a principal feature of secondary education, while German becomes important in the higher schools or intermediate colleges. Since English is the commercial language of the Far East and North America, apart from the desire to study our literature, the practical value and importance of English is universally recognised and this has led to some remarkable results.

In the reaction against the too-rapid Westernisation of the country during the Meiji Era, the cry has been raised that too much importance is given to English in the time-tables of the secondary schools. At present English is a compulsory subject and the entrance examinations to the higher schools make it the principal test. It is urged that some 600,000 boys and girls between the ages of thirteen and nineteen are obliged to give each week from three hours (girls) to nine hours (boys) to English; that for the vast majority, particularly in the country districts, English has no value; that only a small percentage reach fair proficiency despite the efforts put forth, and that the time of all, except those who show special ability or need English for their future work, could be far more usefully employed. The feeling that all is not well with English teaching has been growing for some years, and the Ministry of Education admitted as much when, in 1922, the Institute for Research in English Teaching was established.

The functions of the Institute, which is a semi-official advisory body, are to promote better results. The Director is Mr. Harold Palmer, M.A., formerly at London University as one of Professor Daniel Jones's band of ardent phoneticians, and he has worked for seven years with enthusiasm and energy to raise the standard of English teaching in the Japanese schools and colleges. The incompetence of many of the teachers has been attacked, while an unceasing campaign is being waged against the old traditional indirect methods.

The foreign teachers of English are about half English and half American, and on them the Institute urges the need for direct methods. In practice the foreign teacher must use direct methods, for only in rare cases does he speak Japanese well enough to use it for a medium for his teaching, but there is still room for much improvement. Since, however, the mischief is already done when the pupils reach the higher schools and come under the foreign teachers, it is clearly necessary to concentrate on raising the efficiency of the six or seven thousand Japanese teachers of English.

In carrying out direct methods the teacher should be proficient in the language, and here is the wellnigh insuperable difficulty with which reformers are faced. Would it not, in fact, be better to abandon compulsory English for the mass, make it optional and concentrate on getting first-class results from the best teachers working with clever and enthusiastic pupils? The present average size of classes, forty to sixty, makes really effective work almost impossible.

The majority of Japanese pupils, like the majority of English ones, have no great aptitude for learning languages. They study hard, and often achieve remarkable results, but it is heavy work for them. Opinion has been stirred by the activities of Mr. Palmer and the Institute, a good deal of resentment caused among the older teachers, and considerable support won among the younger generation, who realise that the desired reforms are on the right lines. Methods of oral approach are directly opposed to the traditional methods of reading, for all reading to the Japanese (and Chinese) is the visualisation of ideographs.

There are still many foreign teachers in Japan, apart from those connected with missionary institutions, and while it is true to say that in accordance with the march of the times their prestige, personal and professional, is lower than formerly when the Japanese had a much greater regard for anyone or anything foreign, their efficiency as teachers is much higher. It is not sufficient to be a good teacher of that language. As long as Japan is ambitious of holding her place among world powers, so long will a knowledge of the English language be necessary to a considerable number of her people. It is early yet to see whether the results of the new methods will make a better knowledge more widespread, but at any rate the first steps, the focusing of attention on the wastefulness of the old ways, and the training of a new generation of instructors, have been taken.

FATIGUE IN THE SCHOOLS.

BY HAROLD BIGGS, M.A.

There is an old saying that "All work and no play makes Jack a dull boy"; and the truth of this cannot be denied.

Dullness, however, is often due to over-fatigue, and as such is a matter for the serious consideration of all school authorities.

Originally education was only for the few, and the element of over-study was practically negligible. But now that learning is within the reach of everyone, competition has become much keener and is increasing every day. The result is that the tax on the mental powers of the modern child is proportionately very much heavier than that experienced by the previous generation.

In the primary schools the danger of over-fatigue has been realised, and protective measures have been taken, by the instruction of teachers in the physical and hygienic aspects of school life.

It is, for instance, now conceded that games, which many parents regarded at one time as a deplorable waste of time, are in reality essential to the health and welfare of the average schoolboy. For the brain and muscular systems are so interdependent that each nerve centre depends on the movement of certain muscles, and conversely each group of muscles has its own brain centre.

Thus by increasing the circulation of the blood, the exercise of the muscles of the body refreshes and invigorates the nerve centres.

When the nerves are tired, toxic or poisonous bodies, caused by chemical activity, enter into the system and accumulate. These poisons are only expelled when the nerves are at rest, in which state energy-producing molecules are simultaneously introduced.

Rest is therefore the chief factor in the recuperation of both mind and body.

Another means of combating fatigue is effected by a change of occupation, which, by bringing into play a different group of nerve centres, is in itself a comparative rest.

It has been agreed by all authorities that the best method of teaching, with the view of lessening the chances of fatigue, is to provide periods of mental exertion, followed by some form of physical exercise.

In the case of children under the age of eleven,

it was found that three hours work daily was sufficient.

The capacity for maintained attention of boys under sixteen varied from fifteen to thirty minutes.

In inattention Nature has provided a wonderful safety-valve in cases of nervous exhaustion. For when the brain becomes over-tired, concentration ceases, and the mind is switched on to a fresh line of thought.

For this reason, inattention should be treated less harshly in schools, and be regarded less as a punishable offence than as an indication of a tired brain.

Other signs of fatigue are manifested in a drooping head, a lolling attitude of body, a roving eye, yawning or sleeping in class, all of which should tell the teacher that the child is over tired.

According to a German head master the most exhausting lessons are mathematics, languages, and religious instruction, in that order. The most easily learned subjects are history, home language, and natural history.

Assuming the truth of this statement, no day's work should include more than one of the more difficult subjects mentioned, if the element of fatigue is to be seriously considered.

That it must be so considered will be evident to all parents and teachers who regard the child's health as of paramount importance.

In this age of specialisation, there is a tendency in secondary schools to strain the mental faculties of the child by overwork. This is not only unreasonable from the point of view of efficiency, for a tired brain cannot work as well as one that is fresh, but it is positively dangerous.

The boy who sits down at night to two or three hours of study after a full day at school cannot return to his work in the morning with the same mental strength as if no homework had been set.

If homework there must be, let it be in the nature of revision or of some creative kind of work that calls for imagination and originality. If this were arranged, there would be a change in occupation, and less fatigue would be felt than under the present exhausting conditions.

As it is, the high standard of education demanded results in long hours of work at school, followed by wearisome homework at night when the boy is thoroughly tired out.

The effects of overwork are too serious and far-reaching to be set lightly aside by parents and teachers, and the keenest watch should be kept on each child to detect instantly the first signs of fatigue and to alter the work accordingly.

SIGNS OR PORTENTS?

The wheel turns, and, after a long time, I teach little children again. They are learning to use numbers and to form habits. I am learning afresh to wonder.

I wonder how I ever learned to add, subtract, divide, and multiply. Certainly I did not learn at school, for my first recollection of school life is of my teacher "marking" a long division sum (presumably quite long) alternately wrong, right, wrong, right, wrong . . . and dancing, foot and brain, the while. Poor man! He was a composer by calling, a schoolmaster by trade, with seventy in his class.

I have just left a room full of seven. I wonder if the summation of the vagaries amassed by the seventy would overcount the produce of the seven? yet "vagary" is unjust and smacks of slander. The seven are rational, even logical, and—when not otherwise occupied—conscientious in the execution of "sums." They do not dream. They are not vague. They have received, and they apply. But what have they received, and what applied? Can it be that their preceptresses, scientifically detached, nodded in the upper heaven of observation while the children taught themselves to count? One picks no quarrel with the efficacy of the teaching. Its effects are lasting enough. Of this alert and able seven only two can tell that eight and nine make seventeen—without counting: and their average age verges on nine. But should they still be counting?

Glibly enough has one spoken of preceptresses: what of those who sit in high places in the lecture-rooms of colleges and other places dedicate to the Muse of Education? In preaching (if they do preach) the gospel (which I would preach myself) of permitting a child to find his own congenial ways of working, do they also nod for briefest fragment of a moment, and forget that man must breathe? His breath goes out, his breath comes in, and he lives. His consciousness is no whit other. But—and should I say "alas"?—his consciousness is 'ticed without so oft, so sharply, so amazingly, that it all but ceases to breathe. From pillar to post it is set to jiggling about, and a nimble toe dance it achieves. Can one in the same thought with toe dance murmur the word "gestation," and dream of the kindly cow supposed by kindly man to ruminate? Much labour and an opulence of apparatus is showered upon the path of childhood, in faith apparently of our right to direct the outward flow and organise the dance; but what of the aftermath? Are we to leave it to take care of itself entirely?

You see my signal—or portentous—seven have had their fill of the outer world of counting, beads and fingers and handy things galore. But only two know 7 as a 7, and 5 as a 5, and roundly make a round dozen out of the two wholes.

W. W.

THE AFTERMATH OF EXAMINATIONS.

The Meditations of a Schoolboy about to enter the World.

With steaming heads we have emerged from the furious existence of feverish scribbling which goes by the calm name of an examination.

Our eyes have staggered over paper after paper. "Estimate the importance of William Pitt!" "Prove Pythagoras' theorem!" "Explain hardness in water!" "Indicate the significance of the Sermon on the Mount!" Answer book after answer book has reeled from our desks to the examiner's, and now—well, it is over.

Life stands before us. We knew when the door would open, yet we seem to have been hurled across the threshold. We shall have to get a job—a job—and it will be neither engine driver nor Prime Minister. We had not thought of it in this way before.

What most of us know about jobs could be written in the margin of an examination paper. There are a few, of course, who have always itched to write, or to enchant the world with music, or to paint masterpieces. But most of us—it is as if we had been pushed out into the sunshine after ten years in a dungeon.

It seems to me now that the higher we get in school, the fewer careers are open to us. On leaving the elementary schools we might have made builders, plumbers, undertakers, or poets. Now with our burden of Greek and Latin and Algebra the horizon is considerably narrowed.

Our schooling stops. Suddenly we find that we are expected to make a contribution to the breakfast table. We wait. We may see a place empty. We try to slip in. Whichever number our dart hits may be ours for life, for in England a boy getting a job at sixteen may be found at the same address at sixty.

Every town abounds in offices. The job is usually in one of these. Or we serve an apprenticeship to accountancy, not because we rejoice in figures, but because it seems a steady and fairly comfortable job among the few that we may choose. Perhaps we go into the Civil Service, or become teachers in elementary schools, not because we love "red tape" or teaching, but because the holidays are generous and certain.

I cannot help thinking that had we been able to answer a paper on the "Jobs of the World," had we been ready to answer "What are your main characteristics and how would you apply them in selecting your place in the world?" we should have been far more eager to step through the door of the school to run up the ladder to success which stands outside.

CREATING THE DESIRE TO READ.

BY A TEACHER.

Interest is essential to attention in all subjects, reading included. The various methods of teaching reading are made attractive by most teachers, but the subject as a whole does not greatly appeal to children. If their interest is aroused, before the subject is actually launched, the progress should be more rapid.

When children first come to school, as their shyness wears off, they volunteer small items of information at all times of the day. Gradually, however, they are encouraged to reserve their news until the news lesson, when each child is given the opportunity to talk. This period is one of vital interest to all, and each child listens to other people's news.

Before any formal reading lessons are given the news lesson can form the nucleus of the interest arousing campaign. During this period the teacher can create the desire to read. The campaign opens when the teacher remarks on the wasted news. "What a pity we cannot write the news for everyone to read." This idea appeals immediately, and the children conjure up mental pictures of printed newspapers.

The next step is when the teacher writes on the blackboard the most important item of news. She reads this to the children, who, although they cannot read the words, understand the message. Usually they are anxious to copy this, and paper and crayons are supplied. When each child has written the words—probably very badly—he is allowed to select a vehicle for illustration, such as paint, crayon, coloured pencils, or coloured paper, to cut out and stick. The children illustrate the words in their own way. The item of news, such as "Tom has a new baby at home," is printed by the teacher on a poster, with a suitable illustration. This is hung on the wall, where it is daily commented on by the children. Again they do not know the words, but the picture helps, and they are able to translate the meaning.

In following news lessons children take turns in selecting the most important news item, so developing a sense of proportion. This is treated in the same way, and gradually the writing improves. Each child's papers are fastened together with a paper fastener, and his pride in this—his first book—is charming to see. Daily he can be seen turning over the pages and memorising the sentences with the help of the pictures.

The teacher should illustrate her poster with simple but artistic designs. Her work will be reflected in the future illustrative attempts, so that she should set a high standard.

When the children have become thoroughly in-

terested, a handwork lesson should be given on how to make a book. Stout brown paper should be used, and the children will take great trouble in originating artistic cover designs. The teacher, too, should make a book, and her effort will form the foundation of the library.

By this time the teaching of reading by conventional methods will have begun. Sounds will be taught by games, stories, and phonic jingles. The news items will provide endless scope for the "Look and say" sentence method. The children will be intensely interested in the work, as it deals with themselves, their pets, and their homes.

Constant revision of the news books will have made most of the children familiar with the words and the pictures. At this stage the words without a picture should be presented on flash cards. They should be arranged in the same way, as the arrangement will be the children's chief guide at first. When the whole sentences can be recognised they should be split up into phrases and treated in the same way.

Children who can repeat each sentence from the news book cannot be said to be able to read. It is not real reading, but thought association. At first the object of this treatment is "thought getting," but gradually the sentences acquire a new interest. From phrases the children move on to individual words, and only then is the real reading beginning.

These steps have been passed through in intense enjoyment. The children have been anxious to read, so that the news book and other books of interest are open to them. So often, after weeks of "slogging" at word building, a beautiful book is promised to the children. When it arrives it contains such matter as "The fat cat sat on the mat," which cannot be called vitally interesting to anyone. Word building is a necessary evil, but when children are keen to progress they are willing to do spade-work sometimes.

The news book will prove an incentive to improved writing and handwork. A spirit of healthy competition will be roused, as each child will strive to make his work the best. The teacher's model, constantly before the class, will inculcate good taste and correct ideas of letter and word spacing.

In conjunction with the news book scheme a notice board is found to work successfully. The children cannot read, but when an attractive notice is pinned on the board the class gathers round with great interest. The teacher reads the notice to them, and throughout the day the children often look at the illustrated words. No word—as a word—is known to them, but the whole message becomes a familiar friend. Often they ask to be allowed to

copy it. This is encouraged, but the children are asked to supply an original illustration to the words.

Through the news items, &c., the teacher gets to know children well, and they become extremely interested in each other's home and pets. A feeling of *camaraderie* results, which produces a pleasant atmosphere. Children are often called upon to help each other in this campaign, and do so willingly. One child, when in difficulties about his reading, asks his friend to help him. This encourages a helpful spirit, and impresses sentences on the two minds.

The first and most difficult steps of reading can be passed easily and pleasantly, and reading as a subject will have become a firm favourite.

Physics.

MODERN PHYSICS: by C. E. Dull. (6s. 6d. Harrap.)

The title of this book is perhaps somewhat misleading, for the word "modern" as applied to physics has come to possess an almost technical meaning, and to be synonymous with atomic and relativistic physics in contradistinction to the older "classical" physics of the last century. A more explanatory title would have been "Everyday Physics" or "Physics of Everyday Life," but it is possible that the author may not have been able to use these for various reasons.

This is essentially a book which tells the reader the scientific explanation of the various things he meets in his daily life. The author writes in an attractive manner, and describes many interesting applications of the fundamental physical principles. All the usual branches of the subject are dealt with in an elementary fashion, and it should prove a suitable book for boys who do not wish to specialise in science, but who, nevertheless, desire to have some knowledge of "why the wheels go round." A novel and valuable feature is the last chapter entitled "The Automobile." In it a résumé of all the other chapters is given, and an application of the knowledge thus gained is made to the explanation of the working of a motor-car. This is very interesting, and should make a great appeal to boys, as well as causing them to remember a great deal of useful scientific information.

The book is produced in the best American way, and, as everyone knows, this is very good indeed. There are almost eight hundred illustrations—more than one to every page—and these greatly increase the reader's enjoyment. The published price is remarkably low for the size and the excellent appearance of the book.

R. S. M.

LETTERS TO THE EDITOR.

"Annotated Poetry."

Dear Sir,—Dr. Jones's article on "Annotated Poetry" does not leave much more to be said by those who believe that there is a legitimate place for notes, of the right kind, in the study of literature.

Does not the common prejudice against them arise from the fact that in the past notes have so often been pedantic dry-as-dust things aiming not at a better understanding of the subject, but at a ponderous soul-killing erudition? There was the type of note, for example, explaining that in the line,

"Whose dwelling is the light of setting suns,"

"setting" is an adjectival gerundive. The schoolmaster in one of Calverley's poems, showing his pupil the glories of nature and impressing upon him that the Latin for heather is *erica*, would have written notes like that.

But notes can be necessary and very useful. Is it not possible that a budding interest in "Lycidas" may often have been killed by the sheer difficulty of seeing what it means? A beginner comes across the lines:—

"Sleep'st by the fable of Bellerus old
Where the great vision of the guarded mount
Looks towards Namancos and Bayona's hold."

What do they mean? Who or what is Bellerus? What is the vision of the guarded mount? Why should it look towards Namancos? His book gives him no help, and in irritation he may put aside the poem in disgust, and be henceforth the poorer for not knowing and loving one of the glories of English poetry.

Let us then have notes that really help appreciation. The booklets of Mr. Hall do this. They say what is wanted and no more. If they err, it is on the side of assuming occasionally too great an ignorance on the part of the reader, but that is not a serious fault. His little critical hints are delightful, and may well help a beginner to grasp the point of view of a poem and make the poem live for him.

May one who, in common with most readers, has suffered from having to keep two widely separated pages of a book open at the same time, commend the separate booklet? It has other advantages: the plain text is inviolate for those who like it, and the teacher who wishes—dreadful thought—to find what his pupils have assimilated will be glad to have the notes apart from the text.—I am, Sir, yours very truly,

W. J. S.

EDUCATION IN AUSTRALIA.

By H. J. FELS.

With a population less than that of Greater London, scattered over an area nearly as large as Europe, it is the aim of the Australian State Governments that the child in the largest city or the farthest back block shall have as good a chance as possible of mounting the educational ladder. In order the more easily to carry out this difficult task, the educational systems of the various states are strongly centralised. All financial support comes from the Government, none from any local rate. In most states the teachers are civil servants and every teacher starts his career in a country school. Again, in Victoria for example, teachers are classified in a roll which is revised every three years by a committee of three, of whom one is a teacher. Position on this roll was position for promotion till such an impersonal method brought about an amendment a few years ago, though the classification list still exists. In some states private schools may be opened without question, but in Victoria all such schools must be registered while in New South Wales children may only attend such schools as are certified as efficient.

This centralisation has its advantages in the circumstances, the chief drawback being that there is no public opinion on educational questions. This possibly accounts for the outbreak of opposition in New South Wales when it was proposed to raise the basic salary in 1920 from £132 to £156.

The Principal of the Teachers Training College at the University of Sydney points out also that, while after the war in nearly all countries there were considered changes in the school system, this did not occur in Australia. In fact, he states that if it were not for the initiative of the Directors of Education there would never be any advance at all. In this connexion it is interesting to note that the Australian states are now recruiting staff from the United Kingdom.

Centralisation helps to make regulations more feasible as well as more frequent. The State of Victoria, for example, was the first government in the British Empire to insist on all secondary teachers completing a Diploma course in Education at a university.

The methods which have been adopted to bring education to the children in the vast open spaces make almost romantic reading. As a principle most of the states are prepared to open a school wherever even six children can be gathered together. The expense of this provision is obviously great and, where possible, children are brought

together by free transport to a centralised school. This, however, is not always possible, for some of these children never see any of their kind, except their relatives, for long years at a time. New South Wales used to provide the itinerant teacher with a van built and stocked to specification. It was 7 ft. by 3 ft. 6 in., with a canopy 5 ft. high, provided with one horse, one bunk, and a tent for teaching, 12 ft. by 14 ft. Another method adopted was the half-time school, the teacher visiting on alternate days, and on the day that he was absent he was of course busy elsewhere.

By far the most useful medium, however, is the state correspondence school. New South Wales started such a school in 1916 with three pupils. It now caters for over 3,000 pupils and employs 66 teachers. Thanks to the correspondence school Victoria has only two itinerant teachers on its roll and provides courses for 400 children. South Australia started such a school in 1920 and caters for nearly 800 children. Queensland has 2,500 pupils on its correspondence books. It even provides university correspondence courses, utilised particularly by up-country teachers. Travelling technical schools are drawn through Queensland on the railway track and are backed into sidings, where they remain for weeks at a time.

The correspondence school, of course, starts with the initial difficulty that the pupil must have been taught to read, but the parents are splendidly keen on preparing their children to take advantage of the facilities offered. Each teacher is specially chosen for the task, for experience proves that the work requires sympathetic imagination and patience of no mean order. The children are encouraged to write personal letters to the teacher telling of their mode of life, their hobbies and their pets. There is little doubt that some of the parents learn almost as much as the children, particularly as children's newspapers are sent out to the pupils.

The problem of what to do with the "twelves to fifteens" has troubled Australia as it has troubled other lands. New South Wales has a two-year course beyond the primary stage, and in agricultural towns gave the syllabus a natural bias towards agriculture, book-keeping, hygiene, and cookery. Entry to these superior public schools, as they are called (and, appropriately, democratic Australia calls its state schools "public"), is by certificate. An alternative is the evening continuation school, for those not continuing studies in the secondary or high schools. The post primary problem is quite largely complicated by the question of population and area.

LEGAL NOTES.

What is a Public School?

The expression public school is nowhere defined by law. The Public Schools Acts apply to seven of the great schools only: viz., Eton, Winchester, Westminster, Charterhouse, Harrow, Rugby, and Shrewsbury, but the description is commonly given to certain ancient foundations affording education of a secondary character to boys, which have risen into positions of national importance, and to a number of younger foundations modelled on these others; schools, for example, such as Marlborough, Wellington, Haileybury, or Bradfield. Their incomes arise from endowments and from fees. When the Royal Commission was formed in 1861 to inquire into the endowments and management of certain of these foundations, including St. Paul's and the Merchant Taylors', these two were omitted from the Public Schools Acts because the Mercers and the Taylors Companies claimed private property in their endowments. The seven schools mentioned are expressly exempted from the Endowed Schools Acts, 1869 to 1889, as they had been (except Shrewsbury) excepted from the Grammar Schools Acts.

It has been left to the Courts to discover a meaning of "public school" when the term is embodied in other statutes. The Income Tax Act of 1842, Sect. 61, Schedule A VI (now reproduced partly by Section 37 and partly in Schedule A VI of the Income Tax Act, 1918), grants exemption in respect of any land, &c., belonging to any hospital, public school, or almshouse . . . so far as the same are applied to charitable purposes only." In *Blake v. Mayor of London* (1886) it was held that the City of London School was such a "public school," for it had a charitable substratum, it was managed by a public body, no private person had any interest, no profit was intended, and the object of the school was to benefit a large class of persons.

In the Ackworth School case (*Ackworth School v. Betts*, 1915), Mr. Justice Rowlatt decided that this was not a "public school" within Section 61 of the 1842 Act. Founded in 1779, it was intended in the first place for children who were members of the Society of Friends in Great Britain. Its income was derived from fees of substantial amounts, investments, and endowments. Referring to his decision here, Mr. Justice Rowlatt said, "I did not intend to decide that case because it was denominational, but what I did think was that these people did not want the school to be identified with even the Quakers throughout the community. They wanted to keep it essentially private, essentially domestic, apart from the current of national life. That is why I decided as I did."

THE CRANE FLY.

(Daddy-Long-Legs.)

The crane fly, popularly called daddy-long-legs, is often accorded a good-natured toleration which is scarcely justified. This insect is the parent of one of the most troublesome pests known to the gardener.

The pest from which they have developed, and into which their eggs may hatch, is called by gardeners the leather-jacket, and is a soft bodied, legless grub, with thick, tough skin from which it takes its name. It terminates abruptly, both at head and tail: having the habit of retracting its small head inside the larger, foremost rings of the body. For nine months the leather-jacket lives and grows underground, while it feeds upon roots, principally on those of grasses, going deeper into the earth in frosty weather.

The first brood pupates in the early summer, and, after a short rest in the earth, forces its way up, by the aid of bristles upon its body and two curved horns on its head, till half its length is above ground. From this position the perfect insect works itself out. The male emerges without difficulty, but the female, with a more substantial body, frequently needs assistance and receives it from the male, who, as soon as he can move about, searches for a mate and helps her out of the last, close-fitting part of the pupa-case.

Hatching frequently takes place in the evening twilight, and as the newly hatched gnats have not strength, at first, to use their wings there is opportunity for their collection and destruction on a large scale.

August and September are the months in which the winged insect may be expected, and then the mother gnat may be found, while they are boring into the earth with their ovipositors, in order to place their long shiny black eggs in a suitable position for the future larvae near accessible food.

The leather-jacket thrives best in damp surroundings, so that good drainage, for a lawn, is an important point. Starlings give most enthusiastic help against these pests; and may often be seen on the lawn, in companies, driving down their beaks to pull them out.

M. L. BROOKE.

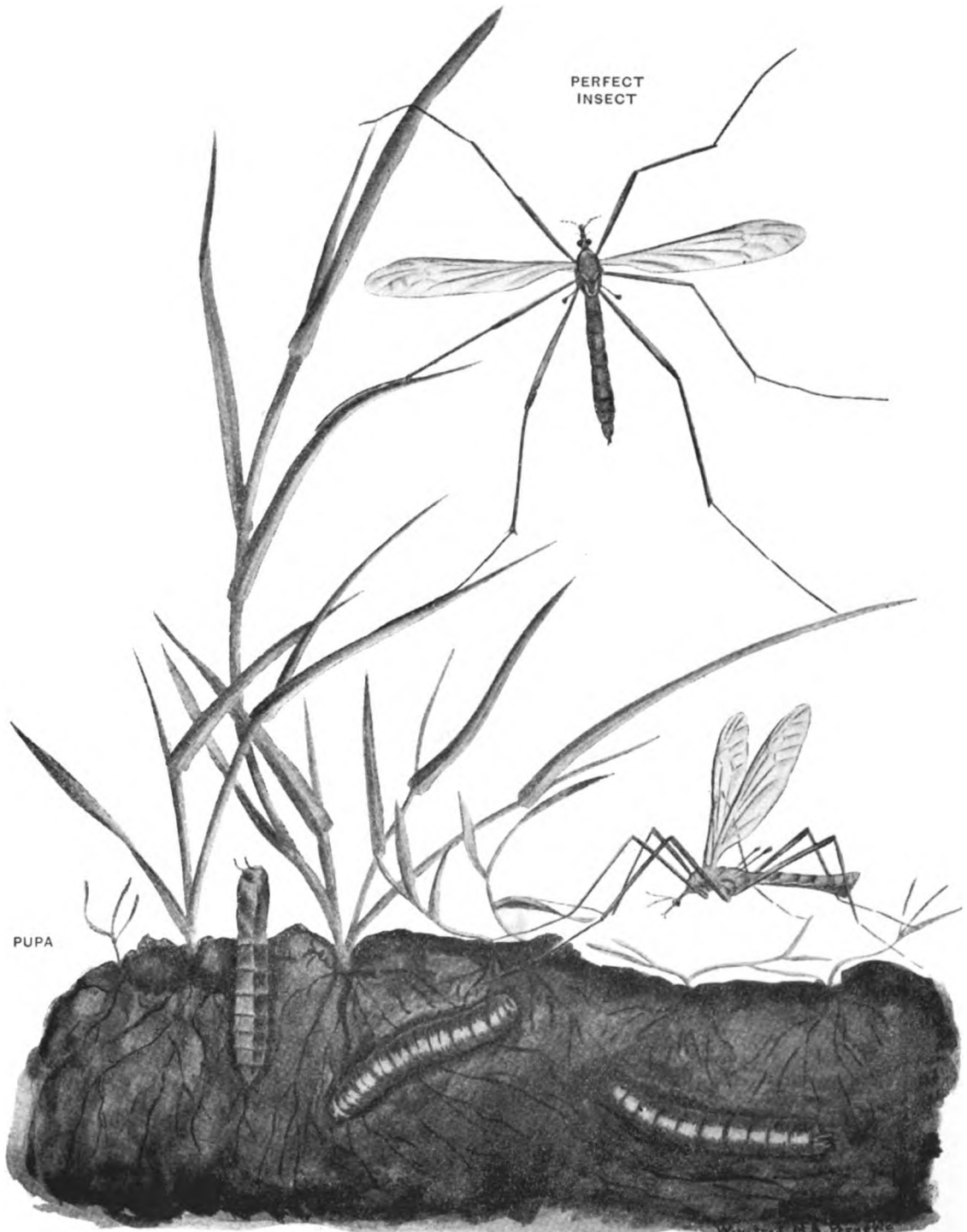
History.

THE STORY OF THE GREEK PEOPLE: by E. M. Tappan. (2s. 6d. Harrap.)

A simple outline of Greek history told in spirited language, this book is generously illustrated with pictures which should help the young to gain an adequate impression of Grecian life. There is no ponderous detail, yet the economy axe has not destroyed essential items. It is a live story which will appeal to the young, and should prove of great value in the classroom.

H. C.

THE "EDUCATION OUTLOOK" PICTURES



PERFECT
INSECT

PUPA

LARVAE

THE CRANE FLY
(*Tipula*)

Drawn by Winifred Brooke

ADULT EDUCATION IN LANCASHIRE AND CHESHIRE.

Adult education in North-West England is almost traditional, so that when University Extension lectures began to be organised in the seventies of last century, there was a field here ready for the new growth. One of the earliest experiments in course lectures had been made at Crewe as long ago as 1867, and no other provincial towns can boast so numerous a record of courses as can places like Southport, Chester, Bolton, and Rochdale. In 1903 the Workers' Educational Association came into being, and it is not surprising that one of its first "districts" was this North-Western. It at once formed the backbone of the new movement, and the experience gained in these northern counties did much to shape its policy. Four years later University Tutorial classes were begun in co-operation with Oxford University, and Rochdale organised one of the first two courses in the country. By 1909 the district was running twelve out of the total of thirty-eight in the whole country. In 1912 it was found necessary to appoint a separate organiser for the Yorkshire classes, and the sub-district of West Lancashire and Cheshire became in 1920 a full district with its own organising secretary.

The Board of Education Pamphlet No. 73 is a study of adult education in these two counties as No. 59 was of Yorkshire. It is a readable commentary on a movement which, as the historical introduction shows, is by no means new, but which has in this area reached a notable stage of activity. In a district with a population of seven million (1921) there were in 1928 one hundred tutorial classes. Fifty-eight are year courses and forty-nine terminal courses—a total of classes only one fewer than that of London. None of the other eleven districts (using the W.E.A. division of the country) can boast so many tutorial classes. Yorkshire comes nearest with ninety-two, while London has only fifty-two. London beats it in terminal courses, and Yorkshire has 147 one-year courses as against the North-Western area's fifty-eight. It is with the tutorial classes, the aim of which is to provide courses of university standard for working-class students, that these experiments in adult education have met with such striking success, and "nowhere has adult education in its higher phases more completely vindicated the faith of those who first set it upon its path." The pamphlet pays merited tribute to the enthusiastic and consistent support given to the movement by the universities of Liverpool and Manchester, and to one man especially no small measure of the exceptional quality of the work in the area is due: the External Registrar of Manchester University has devoted his leisure to voluntary service in the cause of adult education during the whole period of its organised existence.

The Table of Occupations of the students in the one hundred University Tutorial and the three Preparatory Tutorial classes is given on page 23, and it is interesting as indicating the type of student drawn to this adventure in education. Out of a total of 1,812 more than half, 955, follow clerical or professional occupations—over 200 are teachers in elementary schools. Though the main occupations are almost all represented, there are fewer than 500 workers in the staple industries of cotton and iron. There are eighteen colliery workers, twenty tailors and dressmakers, twelve printers, three boot repairers, four blacksmiths, besides railway servants, postal workers, managers, food workers, insurance agents, and so on. Since the preponderating number are secretaries, teachers, or typists, the question obtrudes itself whether this particular type of education provides for the demands of the large numbers of men and women who could profit by it. A careful reading of this commentary will prevent the too hasty answer that it does not. In the first place the gradual increase of numbers plainly shows that the tutorial class has proved and is proving a most useful instrument; but as an instrument it has its limitations. The demand for courses involving strenuous and long continued effort on the part of the students grows only slowly as compared with that for less exacting forms of popular education. In the second place it must not be overlooked that adult education and tutorial classes are not equivalent terms. Beyond these and other less ambitious types there are numerous other educational activities among adults which the Board's pamphlet is not concerned to appraise, though it makes frequent acknowledgment of their existence. "Lancashire towns," says the report, "may be drab in appearance, but they are not dull. Amusements are plentiful, and the social and intellectual life promoted by religious and other organisations is much more vigorous than in most other parts of the country. The people are accustomed to helping themselves. The amount and variety of informal quasi-educational work accomplished by numerous small societies throughout the area is very considerable." Moreover, an area that can boast a Beechcroft Settlement in Birkenhead and a Co-operative College in Manchester is one which plainly possesses centres of educational enterprise that entitle it to a leading position in the order of merit. Doubtless the number of classes of the university type and the number of students enrolled in them could be increased if there were some lowering of the standard the local committees have set themselves. But to relax conditions in the hope of increasing numbers has always proved a delusive expedient. It is an expedient which, in Lancashire and Cheshire, is not likely to be adopted.

THE GREAT SCOUT RALLY.

We make no apology for describing the gathering of Boy Scouts at Arrowe Park, Birkenhead, as a magnificent educational conference. Here were seen the results of twenty-one years of devoted work on the part of Lord Baden-Powell and his colleagues, animated by a desire to enable boys to live wholesomely as boys. The Scout movement has succeeded because of its appeal to the natural and appropriate interests of boyhood. Already it bids fair to become a supreme instrument in education and a means of promoting international goodwill. We congratulate the founder on a well-deserved Royal honour, and hope that he will live for many years to carry on his great enterprise. The University of Liverpool conferred on him the degree of Doctor of Laws, *honoris causa*, and in presenting the Chief Scout Professor Campagnac spoke of him as follows:—

“It is the pride of the University to praise famous men: it is her privilege to bid them welcome to her society, and, for celebration of their coming, to offer them garlands woven not from her modest flowers but from their own bright honours.

“To-day we greet and acclaim and take to ourselves a man illustrious in the arts of peace and of war, a model of chivalry, a pattern of courage and of courtesy, a visionary who has brought noble dreams to noble fulfilment, a practical idealist. Soldier and sportsman, writer and sculptor, traveller in many lands, he has learned in the lively school of experience to turn romantic hope to assured reality, and has given unity to his many gifts by dedicating them in love and loyalty to his God, his King, and his country. The world has been his university, but England is his home.

“In England his heart was fixed in whatever far campaigns he carried the livery of Mars; under Minerva's ægis he must needs serve England still, and has set himself to teach her children lessons which he himself has learned. He has taught them that for her sake they must win and keep athletic vigour of body and alertness of mind, and achieve that perfection of craftsmanship which gives to work a virtue religious and artistic. He has taught them that piety and honour, truth and tenderness are to be proved in all the concerns of daily life, in town and country, in work and in play, alike in great and memorable deeds and in ‘little nameless unremembered acts of kindness and of love.’ For love of England ‘dear for her reputation through the world,’ he has united in a world-wide association her sons homekeeping in ‘this sceptred isle’ or scattered in the uttermost parts of her dominions. He has been their comrade and counsellor, the apostle and exemplar of a fervent and far-reaching patriotism.”

WORLD FEDERATION OF EDUCATIONAL ASSOCIATIONS.

Biennial Conference at Geneva.

Calvin and Rousseau were notable citizens of Geneva. Rousseau would certainly have rejoiced to witness the assemblage, under such liberal auspices, of 1,500 delegates from forty-eight nationalities; the more so, when he observed the active part taken by Pierre Bovet, Director of the “Institut Jean Jacques Rousseau.” At a preliminary social meeting, Bovet welcomed the delegates in genial German, French, English, and Esperanto. Americans predominated, and their accent sounded its special music in all the nineteen “sections.” French and Germans were fairly numerous; the English were few; the business-like Japanese listened keenly; and Indian turbans suggested Asiatic philosophy. Great crowds followed with intense interest the addresses of Professor Gilbert Murray, M. Albert Thomas (Director of the League of Nations International Labour Office), Count Hayashi of Japan, Paul Monroe (the educational encyclopædist), and Professor Arcari. Big audiences attended a Pestalozzi play and a Dalcroze Eurhythmic celebration.

Nineteen “sections” were too many. They tumultuously endeavoured to deal with “Parent, Teacher, Home and School,” “Health,” “Practical Education as distinct from Vocational Work,” “International Aspects of School Administration,” “International Co-operation and Goodwill,” “The Unusual Child,” “Rural Life,” “Social Adjustment,” “The Press,” “Library Service,” “Elementary Education”—“Secondary”—“College”—“Adult,” &c. The wine was too strong. As we rushed from section to section our brains reeled with bewildering and overlapping questions. The task of History teaching, for example, was handled with needless repetition in a variety of assemblies, and I contributed to the melancholy repetition myself. But this same topic elicited one of the finest utterances of the Conference—an address on “The History of Labour,” by Fernand Maurette, an official of the International Labour Office. M. Maurette took us through the ages, and at all points of social evolution chalked in the function of daily toil and of the arts and crafts. And one of the most striking parts of the Exhibition held at the Palais des Expositions consisted of pages from the “Atlas of Civilisation” (by the idealist Belgian pioneer, Paul Otlet), which gave pictorial views of the march of invention and construction. M. Otlet attended the Conference, and took some of the delegates to a hill by the Lake of Geneva, and, like Moses indicating the Promised Land, he showed them the spot on which, as in a dream, he saw arising his “Mundaneum,” or Educational World Centre.

FREDERICK J. GOULD.

NEWS OF THE MONTH.

Casual Teaching Service.

Hitherto casual teaching service, unless it amounted to a period of four consecutive weeks, has not been counted for superannuation purposes. The Board of Education have now decided that, as from August 1, 1929, casual service is to be treated as contributory service even if it lasts for one day only, provided that it be full time. Furthermore, after consulting the Burnham Reference Committee, the Board have decided to recognise for grants the counting of these short periods of service for purposes of increments under the Burnham Scales.

The Month's Statistics.

Sir C. Trevelyan estimates the number of children aged thirteen to fourteen to be on the registers of public elementary schools on March 31, 1933, as 589,000. The estimated members for succeeding years, 1934 to 1937, are 636,000, 595,000, 536,000, and 527,000. If the school leaving age were raised to fifteen, the numbers of children aged fourteen to fifteen estimated to be on the registers would, from 1933 to 1937 (March 31 in each case), be: 431,000, 578,000, 627,000, 587,000, and 527,000.

The Educationist Tribe.

“‘Educationists,’ and I suppose I am one of that tribe, are too prone to assume that parents demand, or desire, or are willing to swallow, what the educationist thinks they ought to want because it is good for them.”—Sir L. A. Selby-Bigge.

Cardiff and Welsh.

The foreigner, that is the non-Welshman, who may think that Welsh is a language spoken by everybody in Wales will be disillusioned as the result of a survey that has recently been made in Cardiff. Of some 35,000 homes only 310 used the language exclusively, 858 used both Welsh and English, while in 34,554 homes English was the only language spoken. The Cardiff children are rarely bilingual. There were 1,244 who spoke Welsh, 910 could understand it, but couldn't speak it, while 33,568 could do neither. English was their only tongue.

Are you Musical?

“Everyone should be able immediately to turn into musical notation any melody he hears. Unless people can do this they cannot claim they are really musical. It can be acquired with a very little determined practice, and the beauty of it is that it can be done anywhere—on the bus or tram, in the street, or when you are doing your hair in the morning, &c., by just thinking of any melody which flashes through your mind in musical notation.” Thus Mr. Basil Allchin at the Oxford Summer School in Music Teaching.

Cranleigh's New Buildings.

Archbishop Lord Davidson visited Cranleigh last month to open a new block of buildings called the Connaught buildings, which the governors have built at a cost of £10,000, and a special hall presented by Viscount Davenport, an old Cranleighian and vice-chairman of the governors. Mr. J. W. Williams has also presented a new library, and the Earl of Middleton (Chairman of the School Council) has given new entrance gates. The school, which opened in 1865 with twenty-six boys under Dr. Merriman, now numbers 380 boys.

A Condemned Building.

Cheltenham Grammar School is to be rebuilt. According to Sir Francis Hyett it is one of the best secondary schools in the country, but of all the buildings in which such schools are carried on no other is so unsuitable or unsanitary. The £10,000 which would be required to put the old school in decent order would be lost if spent upon renovation. The governors, being of opinion that it would be a waste of money to spend it on the present site, suggest a new school on the playing field. The County Education Committee agree.

An International School.

An international gathering of school children, ages ranging from twelve to sixteen, has been held at Bedales School, Petersfield, this August. This is the first school of the kind held in England. The boys and girls have separate houses, and the programme included language study each morning, French, German, and English, and games, sports, and excursions. Miss E. M. Gilpin, of the Hall School, Weybridge, was the director of the school.

Garages at School.

The Malet Lambert High School and the proposed new secondary school at West Hull are to have garage accommodation—that is, if the City Council agree to the recommendation of the Education Committee. Many teachers at Hull, it seems, own their own cars, and as there are no garages for them when they bring them to school they have parked them in the playground and so restricted playing space. All the same it is a little difficult to see how building garages avoids restricting space.

Mr. J. J. Walton, M.A., B.Sc., has been appointed head master of Sandown (Isle of Wight) Secondary School. He succeeds Mr. John Miles, M.A., LL.B., who goes to the new county school at Uxbridge, Middlesex. Mr. Walton, a Wrangler in the Tripos of 1922, has been head of the mathematical department of Warwick King's School since 1925.

LITERARY SECTION.

BOOKS AND THE MAN.

County Anthologies.

A child's interest in literature is easily stifled by pedantry or by ignoring his natural interests. One of these interests may well be found in the stories of his native county or district, or in the writings of those who have lived there in the past. For myself, I count it a fortunate chance that, as a boy in Lancashire, I had access to Roby's "Traditions of Lancashire" and to the dialect writings of Edwin Waugh and Samuel Laycock. These were concerned with scenes and ways of life which were part of my everyday surroundings, and I found them full of interest.

This personal experience leads me to offer a hearty welcome to a new series published by Elkin Mathews and Marrot under the general title "The County Anthologies," and edited by Professor R. Pape Cowl. The volumes already issued include "Yorkshire," by G. F. Wilson; "Derbyshire," by Thomas Moul; and "Lanarkshire," by Hugh Quigley. These well known and highly competent authorities have brought together examples of prose and verse relating to the respective counties. The aim is excellently set forth in the General Preface by Professor Pape Cowl, which appears at the beginning of the Yorkshire volume, and might well have been reprinted in the others also.

In this preface we are told that the series will attempt to survey and illustrate the debt of English literature to the scenery and special genius of individual counties. The literature thus intimately associated with definite geographical areas is very extensive, and exhibits many variations of form and substance, one county being rich in nature poetry, another in novels or plays that have drawn their inspiration from the life and characteristics of its people. Professor Pape Cowl urges that to the people of a county the verse and prose that record the poets' vision of it should be as precious as the canvases on which the painters have immortalised its scenic beauties.

Certainly any native of Yorkshire, Lanarkshire, or Derbyshire will find in these volumes an excellent stimulus to a fresh interest in the county of his birth. The series will be continued to include other counties, and London will have a volume to itself. An excellent start has been made in carrying out an excellent idea, and a special word of praise is due to the publishers for the good type and binding. The binding is in two styles, with prices to correspond; but even the more expensive is only 3s. 6d. a volume, while a stoutly covered copy for school use costs only 2s. 6d.

SELIM MILES.

REVIEWS.

Education.

THE SENTENCE METHOD OF TEACHING READING: by J. Hubert Jagger, M.A., D.Litt. (3s. 6d. The Grant Educational Co., Ltd.)

Dr. Jagger has made here a contribution of first-class importance to the theory and practice of language learning. Negatively it is an attack on the various phonic methods which have afflicted little children for the last thirty years. Positively it gives an exposition of the "speech unit meaning" as the basis of what actually happens in the child's mind when he penetrates the mysteries of the alphabet. The author bases his theory on Huey, Jespersen, and other sound modern philologists. The one criticism one can make against the book is that it may prove too difficult for those whose conversion is designed by the author. Most infant school teachers are content to get hold of some apparatus or some dogmatic, simple plan of teaching which they carry through without further reflection on principles. If they will seriously study this little book, they will not find it really too difficult, and one may expect a great reform in this field of infant school work as a result.

SCIENCE TEACHING: by F. W. Westaway. (10s. 6d. net. Blackie.)

The author of this book is well known to many teachers by reason of his excellent work as a Board of Education Inspector. In this capacity he visited many secondary schools, saw the work of some hundreds of science teachers, and was present, as he tells us, at "something like 1,000 lessons a year for over thirty years." Yet he is still full of zest for workmanlike methods, as this book clearly shows. Mr. Westaway must be related to the verger of St. Mary's, the University Church in Oxford, who told a visitor that he had heard all the university sermons for two-score years, and added piously: "I thank God that I am still a Christian."

We may be thankful that Mr. Westaway is still a teacher. In some of our inspectors the daily round seems to induce a kind of peevish cynicism, others are bored but urbane, and some are turned into educationists, or — worse still — into "educationalists," spending their years of retirement in preaching doctrines which are comfortably remote from the actual conditions of school life. Here we have a book by a retired inspector which reveals on every page the zestful interest of a true craftsman in teaching, blended with informed good sense. The errors of former days are depicted and our author gives his own early experience: "When I began

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teaching in 1886 I was given the opportunity, rather reluctantly, to give two lessons a week on chemistry as well as the regulation two lessons in mechanics. There was no laboratory and no fitted demonstration table. The only balance available was a home-made one costing about 3s. 6d. . . . The apparatus in stock was worth perhaps £2."

I have no doubt that even this meagre equipment served, for the core of Mr. Westaway's teaching is that science work in schools must not end with dexterous conjuring with apparatus but result in a knowledge of method—a philosophy. Hence the value of his hints on teaching and his shrewd comments on some lauded tricks and devices. Seeing science as a whole, he deplores the neglect of biology and kindred subjects.

This book should be read by all head masters and head mistresses in secondary schools, and it is worthy to be studied by every teacher of science. If its counsels are adopted and followed we shall see a great and beneficent change in the present method of dealing with science as a factor in education.

F. R.

SCHOOL DRAMA.

THE SCHOOL DRAMA IN ENGLAND: by T. H. Vail Motter. (15s. Longmans.)

England has a variegated record in the matter of plays, and within living memory it was considered hardly safe to embark on the production of a school play lest parents of Puritan views should be alarmed at the prospect of their children acquiring a liking for the theatre. There is, of course, the Latin play at Westminster, and Mr. H. B. Gray was able to present Greek plays at Bradfield. Mr. Vail Motter begins at the beginning, and traces the growth of school drama from play cycles enacted in cathedrals, with boy choristers as angels (a triumph of acting, surely!). He tells us of the boy bishops and of the boy actors who took women's parts on the legitimate stage. We are reminded that Nicholas Udall, the head master of Eton who was dismissed for misconduct, was the author of the first English comedy, "Ralph Roister Doister." Schools did not always play for safety by keeping to the classics, and Charterhouse has supplied the stage with some notable actors, among them being Cyril Maude, Aubrey Smith, and Sir Johnston Forbes-Robertson.

These are but a few of the points mentioned by Mr. Vail Motter, whose book is a monument of patient research. It comes at a favourable moment, for there is a revival of school drama, and we are beginning to see that acting offers one of the best means of cultivating ease of bearing and correctness of speech. Besides, it is such good fun.

F. R.

English.

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H. C.

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H. C.

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When he tells us "it is better to have learnt one set of verses by heart, voluntarily and for the sake of the pleasant sound of the words, than to know the names and dates of all the poems and poets the world has produced," he goes to the heart of the matter, for we must first learn to love poetry—knowledge and understanding may come later. Mr. Mallam's book is, moreover, no mean contribution to the literature of criticism, and its lively style should commend it not only to the student but also to the general reader. P. M. G.

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(Continued on page 320.)

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C.

(Continued on page 324.)

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES



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THE EDUCATION · OUTLOOK

AND EDUCATIONAL TIMES

OCTOBER, 1929.

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.

A Report on Examinations.

At the recent Conference of the New Education Fellowship an interesting report was presented, giving a summary of the arrangements for examining pupils in the schools of several countries. This report shows that although examinations are in general use they do not follow a uniform model. Some are designed to discourage a display of memorised knowledge. Thus in Austria the principal test is an essay. In Norway the University entrance examination consists of a written test in four subjects, together with a *viva voce*. The four subjects are selected by a Council, and vary from school to school and from year to year. They are not made known to the teachers until the day of the examination, and in the remaining subject marks are given on the school record of the candidate. In Sweden and Hungary there is an oral test, while in Belgium the teachers set the examination questions. This last-named practice is to be commended, since examinations suitable for children cannot be carried out by those who have lost touch with the working of the youthful mind.

Some Conclusions.

The Committee express the view that examinations as now conducted tend to determine the curriculum and also the methods of teaching. That this is true will hardly be denied, even by those teachers who find the "School Certificate" useful as a stimulus to pupils and for themselves a convenient prescription, absolving them from the task of framing a curriculum. These advantages do not outweigh the manifest drawbacks of a system which in practice compels schools to comply with the requirements of bodies of external examiners. An external examination may be extremely valuable if it is conducted by men and women who are themselves teachers and well informed as to what should be expected from ordinary children. But even such an examination will be harmful if overmuch importance is attached to the result, so that the boy who fails to pass becomes excluded from a wide range of careers. It was never intended that the School Certificate examination should assume the importance of a dress rehearsal of the Day of Judgment.

Confused Purposes.

Much of the dissatisfaction concerning school examinations is due to a failure to recognise their true purpose. From one aspect they are regarded as tests of the proficiency of individual pupils and especially of fitness to proceed to a university or to enter a profession or business. The purposes here set forth are somewhat confused, since a boy or girl may be highly intelligent and yet fail to meet the precise requirements of a university or profession. Still further confusion is brought in when the list of successes comes to be regarded as an index of the educational efficiency of a school. In itself the list tells us very little, since a correct estimate of the value of a school calls for a knowledge of many other factors besides examination successes. The President of the Board might seek the help of the Consultative Committee in an effort to discover the best form of examination. Professions and commercial houses would be well content if they were assured that the examination afforded a test of good general knowledge and of real ability.

Examinations in Elementary Schools.

For some forty years past the public elementary schools have been freed from the former rigid system of individual examination which was associated with "payment by results." In some quarters it is alleged that the freedom has been misused and that children are not so well grounded as formerly. They are said to be inaccurate in arithmetic and spelling, unable to read well, and slovenly in penmanship. Hence it is sought to impose a uniform test of all pupils at or about the age of eleven, and in one area where this test has been applied it is claimed that great improvement is to be seen. It is easy to believe this, for nothing is more easy than to arrange a scheme of drill lessons which will produce such results as were necessary to obtain satisfactory grants under the old system. But that system was abandoned because it was found to impede real education, and although nobody would question the importance of a thorough grounding in the "three R's," these subjects are not to be regarded as ends in themselves.

Vision and Reality.

Some years ago there appeared in our columns an attractive programme of education, devised by the Soviet Government for the benefit of Russia. This scheme was beautiful in its symmetry and magnificent in its scope. It evoked many expressions of admiration from short-sighted enthusiasts in this country who forgot the truth, of which we have lately been reminded by Sir Amherst Selby-Bigge, that systems of education which commend themselves to the "tribe of educationists" are sometimes rejected by parents and citizens. The pace cannot be forced without risk of violent or passive opposition. This truth is illustrated by the story of what has happened in Russia, where parents are displaying keen resentment towards the Government schools and are occasionally visiting their wrath upon the teachers, some of whom have been killed, while others, more fortunate, have been able to escape with a flogging. Even where they are permitted to carry on their work the teachers are bitterly poor. The splendid paper edifice of M. Lunacharsky turns out to be a ramshackle affair, wholly unfitted to the needs of Russia. Yet some innocent pilgrims from this country have returned with glowing accounts of what they have seen during a short stay in Moscow or Leningrad. Apparently there are a few show places for visitors, but for the most part the problem of illiteracy is hardly being touched.

Reorganisation Difficulties.

Here in England many parents are disposed to resent the establishment of central post-primary schools. Their feelings find vent in protest meetings or occasionally in a concerted refusal to send their children to the new schools. The reasons for this attitude are not such as will appeal to the zealous administrator, but they are easily understood by anybody who knows the conditions of life in many working-class neighbourhoods. The mother has been accustomed to place the young children in charge of their elders, thus being enabled to feel that they are reasonably safe amid the dangers of traffic. She has been able to arrange the times for meals according to the hours of only one school. Now she finds that the older children must leave home earlier and return later than the younger ones, and that the latter are deprived of their escort. Doubtless these domestic reasons against the change are supported by a vague objection to change as such, but the feelings of parents ought not to be disregarded, even though the official mind is impatient. In some districts the change is being brought about with comparative ease, because the officials and members of the Committee have been at pains to consult the parents beforehand, giving a full and reasoned explanation of the proposals and dealing fairly with objections.

Adult Education.

The recent Conference on Adult Education at Cambridge brought forth nothing new. There was the usual outpouring of sentimental talk and a complete ignoring of the fact that the movement attracts only the merest fraction of working people. Of those who are attracted, many are seeking confirmation for their political views rather than questing for truth. The development of adult education cannot be undertaken apart from juvenile and adolescent education. As things are, the movement is impeded by the fact that the great majority of working men and women have been compelled by the circumstances of their daily lives to abandon general intellectual interests in favour of what concerns their bread and butter needs. The state of things might have been different if we had supplemented our scheme of primary education by an adequate social training and intellectual discipline during the years of adolescence. This might have kept alive a range of intellectual interests which might have been strengthened and developed in association with the experiences of factory or office, enabling the worker to acquire some real knowledge of the background of his civic and economic relationships. As things are, he has often lost facility in even the elementary arts of reading and writing, so that if a belated desire for knowledge comes to him he is discouraged by having to go to school again.

The Royal Society of Teachers.

The writer of a paragraph in the latest issue of the *Review* of the Incorporated Association of Head Masters quotes from the official document issued by the Royal Society of Teachers and ends by saying that the purpose of the new body is not known to him. Treating this remark as rather a plea than a boast, it may be worth while to point out that the R.S.T. is the body of Registered Teachers, comprising, that is, all teachers who have submitted evidence of their fitness to have their names enrolled on the Register of Teachers maintained by the Teachers Registration Council in accordance with the Education Act of 1907 and the Privy Council Order of 1926. This Order in Council made a very important change in the mode of forming the T.R.C. Formerly this body consisted of persons nominated by the universities and selected organisations of teachers. Now it consists of persons elected directly by Registered Teachers voting according to the types of teaching work in which they are engaged, together with representatives of the universities. Hence there is now a wide constituency of electors, and the T.R.C. may be regarded as the duly appointed executive of the body now known as the Royal Society of Teachers. The Society will include none save qualified teachers, and it should properly include all of them.

AT THE HIGH TABLE.

[Under this heading appear from time to time articles from eminent men and women concerning different aspects of education. In the following article a local inspector of great experience discusses the effect of parochialism in teacher preparation.—EDITOR.]

IX. Home-Keeping Teachers.

BY ADMINISTRATOR.

In an article on Local Bias in Education which appeared in these columns some time ago I called attention to the fact that the great majority of students on the completion of the Training College Course seek appointments in their native town or county—in other words, they desire to teach in a school as near home as possible.

This theme is so important that I venture to return to it, and to consider briefly what may be said for or against the home-keeping teacher.

The reason most frequently given for the practice is that 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, is obviously open to exceptions.

But the economic argument is beyond dispute; as a general rule it is cheaper to live at home; the question remains whether this is in itself a sufficient reason for choice.

It is no unusual thing for sacrifices to be made in the interests of one's chosen work or profession. In following their present course it seems reasonable to infer that the teachers concerned are either not convinced that it is in any way detrimental to their professional work, or that they have not thought much about it, or that they have become teachers solely on economic grounds.

Now in days when the initial salary of teachers in elementary schools was so small that it was impossible for them to pay for decent lodgings the economic argument was enough. But to-day things are different, and it is possible for a teacher to live independently and with reasonable comfort in any part of the country—and in seeking an appointment points other than the economic one should be considered.

There are some who will always place financial concerns first, and give little or no consideration to other questions. But this should not be true of teachers at the end of their course of training in a good training college, which has sought to inspire its members with high ideals and a healthy professional spirit.

It is sometimes urged that young teachers should seek appointments at home in order to be of financial help to their parents. In regard to this I will only say that he is a 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 need that this argument can be sustained.

Lastly, there is the reason put forward by parents that their sons and daughters are too young to live away from home without parental guidance. Now it is true that on leaving college the majority of teachers are nowadays very young; but if they are to take full charge of a class of forty to fifty pupils they should at least be capable of looking after themselves.

These, I think, are the main points in the case for the defence. It remains now to consider what may be called the case for the prosecution.

First there is the educational loss to the teacher himself. Just as going away to school or to college has an educational value apart from the course of study pursued, and because of the new environment and the necessity of conforming to a new form of community life, so living in a town or district away from home is a further education for the young teacher, who has to form new social contacts. This in itself is a valuable training in character.

It will be for what he is that he is valued in the society in which he finds himself, and it will be for him to make a reputation for himself. In his own town his home environment has already helped to make a reputation for him.

Now one of the things from which the teaching profession suffers and which, indirectly perhaps, but none the less surely, works adversely to the cause of education, is the attitude of the authorities and the general middle-class public towards the teachers; to put it bluntly, they don't think much of them. This is no doubt due, in some measure, to ignorance of the value of the work which teachers are doing; but it is also, to some extent, the result of the intimate knowledge which their fellow townsmen have of the antecedents and home environment of their teachers. This may seem to be mere snobbery, but it is unfortunately very much in evidence, especially in city and urban areas.

You may feel little affection for the stranger, but you are bound to treat him with some respect because he is a stranger and because you are not quite sure how important a person he may turn out to be.

So long as teachers continue to teach in their native districts they will tend to move in a second-rate environment of tea-meeting gossip and profes-

sional jobbery; they will have difficulty in finding among their fellows that intellectual stimulus which teachers more than any other profession so constantly need. Life in the classroom and the perpetual association with children make this not only desirable but imperative if the teacher's own mind is to be kept virile and active.

Most important of all is the bad effect which this practice of breeding-in has on education, and, in this connexion, we must think of education not as the mere instruction of children in reading, writing, and arithmetic, but as a great civilising force, acting on the whole community, as something which makes first and foremost for the spread of culture.

Education should serve to foster the spirit of urbanity, to kill the provincial note so common in this England of ours; and, by provincial, I do not mean of the country as opposed to London, but rather that narrow parochial outlook which may very well, and indeed frequently does, exist and flourish in the metropolis.

For this purpose a very strong case exists in favour of the stranger as against the local man, for the sympathies of the teacher are broadened by movement, and as his own sympathies become wider so will he the more effectively tend to widen the sympathies of his pupils and the people with whom he comes in contact.

ON HIMSELF.

(After the French of CLEMENT MAROT,
1495-1544.)

Translated by GILBERT PASS.

*I am no more what I have been,
And never more shall be again.
The Spring and Summer I have seen
Have flown, no signs of youth remain.
O, Love, who claimed a master's price,
Above all gods have I served thee,
And if I could be born but twice
A better servant yet would be.*

EDUCATION AND THE WESTERN FRONT.

By J. REEVES.

It is said that the Great War revealed among our troops a wide lack of general elementary culture. But this lack was not surprising to those who remembered that most of the men had left the elementary school at eleven or twelve years of age, and that few of them had received any kind of education afterwards. We have recently been informed that about 70 per cent. of the children who leave the elementary schools of London not only receive no sort of further education, but do not even come under the influence of any social club or other cultural institution; and the proportion in many other towns and in rural areas is even greater.

For these reasons it was inevitable that many of the men should have forgotten how to write a letter, and that they should find the reading of books difficult and irksome. A number of war novels have drawn attention to this.

W. J. Locke, in "The Red Planet," passes a sweeping criticism on our educational system (referring chiefly, no doubt, to our elementary schools). He alludes to the Board of Education as "that beautiful timber-headed, timber-hearted, timber-souled structure."

Another criticism lately noted is hardly less severe, though not so comprehensive. In "All Quiet on the Western Front," Remarque relates a conversation between a group of young German soldiers who had recently left school. These youths proceeded, by a series of derisive questions, to state their conclusion that "it is rot . . . all that they teach you." One asked: "What was the purpose of the Poetic League of Göttingen?" Another: "How many children had Charles the Bald?" And a third: "How many inhabitants has Melbourne?" Then one demanded "hotly": "How can you expect to succeed in life if you don't know that?"

Such criticism refers to a time when our school history books consisted largely of names, dates, descriptions of battles, personal gossip, and other insignificant matter, and when geography books were made up of lists of towns, mountains, capes, bays, &c., to be memorised. Recently someone took the trouble to count the number of pages devoted to war in the history books of twenty to thirty years ago and in those of to-day, and he found that the decrease is about 20 per cent. A similar exclusion of other unimportant elements has occurred, and history is coming to be the story of social features and of the progress of civilisation. A like advance has been made in geography, which has been largely transformed into a significant and educative account of the activities of man in relation to his environment.

STOP TALKING!

BY A. BETTS.

A chill settles on me as I write the words; does anyone read them without sharing it? They recall to me the ugliness, the boredom, and the headache that seemed to linger about my school days; they recall the sapless lessons I gave in my diploma year, when the whole problem of teaching seemed to be the problem of keeping order; and those first weary days of teaching, when, at distressingly short intervals, I would stop the flow of my own talk to bid my fellow victims "stop talking!"

I never say the words now, but I have not stopped talking myself. How can I? Talk is the very essence of our profession. Others have talked to us (how they *have* talked to us!), and we must tell our pupils what they said. Our pupils tell the examiner, then they are told some more, and then they tell other children what we told them, and we all tell each other that experience is the best teacher. I once knew a teacher who never allowed the phrase "to enjoy myself" to escape her red-ink pen. Asked why she objected to it, she said that when she was a "pupil in Standard V" her teacher had always crossed it out in any exercise, and now that she taught Standard V she, too, should cross it out. Laborious efforts were made to show her the error of her ways, and a volume of the "New English Dictionary" was propped up before her. "I do not care," said she, "what the 'New English Dictionary' says, that teacher who taught me in Standard V was a good teacher and she always crossed it out and I shall do the same." That may be an extreme instance of the sinfulness of our educational system, but it is typical of the kind of thing we do. No matter how many researches we may make, how much foreign travel we achieve (and it is all too often how little!), we perforce hand on to our pupils much that is, for us, hearsay. I believe that our profession is in such disrepute because it is a profession of words; as indeed is literature, but literature is an end in itself, pretends to be nothing else, and need be nothing else.

The remedy for this would be a revolution in education such as this age would not contemplate, but it does seem that something might be gained if we could take ourselves a little less seriously; if many of those solemn tomes and treatises on "method" which now assail us were scrapped; if the voice of criticism on the same question sank low. I do not know which are the greater sinners, those hopeful ones—surely Pelmanists—who set out in a single column to make us masters of some branch of our profession, or those whose well-intentioned but dull utterances extend over a complete volume. To teach—that is to add to the fundamental experience of some human being—is almost

impossible. To teach how to teach is merely impossible. If, after striving to teach my own subject for some years, I have evolved no method of my own, is it likely that by reading of somebody else's experiences, condensed into half a page, I shall acquire one? If I can grasp to the full all that such a writer means it is because I have been all over her ground myself, and therefore I do not need her half column; if I do not grasp it, her method, as I apply it, becomes something different from what she is advocating.

Books telling other people how to teach should be reduced in number and confined to training colleges, where they can provide students with something to bite on. They do indicate the kind of problem that has to be faced and show how others have faced it, but after that we have all to face our problem in our own way. It is doubtful if the problem is the same for all of us, and it is certain that the solution is different. No one else can give us our method. I should like to go on writing that over and over.

Let people tell us what they do if they like. When geniuses condescend so far they are stimulating, and lesser men find relief in the thought that greater spirits think the thing worth while, but geniuses seldom invite imitation. They know better what they do than how they do it, and understand the individual quality of their work too well to seek to universalise it. Geniuses, however, in the world of education appear to be few, and how many books there are!

And there are as many methods. And they are all equally good and all equally bad. I do not believe that any one thing can be said in favour of any one method that cannot be counterbalanced by something against it. History proves that anything can be proved from history. Theories of education show that any theory can be held of education. That would not matter if each man kept his theory and his practice to himself and never tried to show that his was, if not the only, at least the best theory. What a gain it would be in vitality to some of us if we never any more had to contemplate little books on how to teach composition! Probably nobody knows how to teach composition.

Who has not watched, at one time or another, a new member of a staff, going about her business with a calm knowledge that at least her subject is being taught properly, according to the latest theory, and then has not smiled to remember that her predecessor had just that calm knowledge, though her methods were so different? Do not I, versed in the latest psychology, sure of the virtue of all my doings, shrink from the thought of my

successors undoing all my work? I might do so did I not envisage already the smile of satisfaction that spreads over her face as she explains to my girls that such and such will no longer be done, but that thus and thus will be the order of the day.

We, who as educators so respect truisms, would do well to consider them. It is a truism which we accept, that a good method and a bad teacher are worthless in comparison with a bad method and a good teacher. The only test of a method is whether it achieves the result aimed at. The result aimed at will depend on the religion, or philosophy, or personality, or essential quality, or absence of any such, on the part of the teacher, and no one but herself will know what that is. It is the utmost folly, therefore, to bend the eye of the unmistakable, even if well bred, critic on other people's teaching methods. Just as no one can put us in possession of a method, so are we incapable of understanding the method of which others are in possession, except in so far as it coincides with our own.

Are incompetent teachers, then, to shelter behind this silence, this absence of criticism? It might be better so. They at least have the virtues of their vices, as Charles Lamb might testify, and they exist, talk the critics never so. If teachers are, as Professor Adams used to say, either cobblers or artists, criticism will make little difference. It will not turn a cobbler into an artist, though, on the other hand, artists have suffered under it. And if a few wholly incompetent teachers survive, does it matter so much? Would it be so dangerous to the children as we might think? I doubt that our influence on our pupils is anything like as great as it is supposed to be—as great as theirs on us. I believe that our power for harm is as limited as our power for good, and that, in so far as it depends on words and methods, seems to me negligible. What we are may influence our pupils—we do not know that it does so; some of us may hope that it does not—and what we are will show, though our methods be the best dreamed of. If we had humility enough to believe this we could be honest, could admit that we are sometimes in the wrong. If we were allowed a margin of error we could experiment, and our work would come alive. While, however, we are haunted by the necessity to show good results—not necessarily examination results; while every effort of ours must materialise into some achievement, some advance; while we never dare acknowledge that we have made mistakes; while we are watched and criticised by colleagues, inspectors, directors, and examiners all expecting certain standards, certain methods, we are all compelled to approximate to something whose significance we have not grasped. We dare not evolve our own methods, because trial and error are necessary to scientific experiment, and

we may only try and succeed (try to succeed is really the truth), and so we adopt others which we only half approve or only half comprehend. If we make mistakes we hide them quickly—when we see them, but the huge mistake we all make engulfs us, so we do not see it.

What is wanted is a shifting of emphasis. We should realise that the children thrive in spite of us; that we can afford outwardly to be a little less solemn about ourselves—that, as there is no absolute right in teaching, we can sometimes own up to being a little wrong. If we were less solemn we should not write and read so many volumes telling us how to do what no one can tell us how to do. Then we might make real experiments, not timid little overtures. If we dared to take ourselves a little less seriously we might take ourselves very seriously indeed. Then we should not talk so much.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

October, 1849.—Irish Schoolmasters.

"Every one knows that, low as the state of the schoolmaster is in England, it is much lower in Ireland. There, indeed, learning and poverty (that is, the old book lore called classical, and rags and whiskey) are found wedded—a most unfortunate match—much more frequently than here. A squalid teacher lolling at the door of a mud cabin, spouting Sophocles or Terence in his drunken frenzy, is a character not only to be found in the pages of every Irish novel, but to be seen in the street of every Irish village. We fear the National Schools of Ireland, now 4,109 in number, with 507,469 scholars, will increase rather than lead to the extinction of this unfortunate race, seeing that they already have a total of 660 male teachers, trained and untrained."

Montessori Training Colleges.

A Montessori Training College is to be opened in October at Studio House, Rosslyn Hill, N.W.3. It is one of a group of training colleges it is intended to open in certain of the chief cities of the world for training teachers and others in the methods of Dr. Montessori. There is already one at Rome.

Education Figures.

According to the local Taxation Returns for England and Wales, 1926-27, the education account of the London County Council is over £12,000,000 a year, Birmingham's is £1,825,000, Manchester's £1,720,000, and Liverpool's £1,695,000.

EDUCATION IN PALESTINE.

BY VERNON GIBBERD.

One of the most hopeful results of the Mandatory in Palestine is the development in the field of education. Under the Turkish regime educational facilities were so inadequate and unsatisfactory that any change to a more stable and civilised form of government would make for improvement. But the progress which has occurred under British influence has been full of achievement and of promise for the future.

It is estimated that the number of children in the country between the ages of five and fourteen is roughly 155,000. Of these only 17 per cent. of the Moslem children are in attendance at school, compared with 81 per cent. of the Christian children, while no less than 96 per cent. of the Jewish children between these ages are in school attendance. Between the ages of fifteen and eighteen the figures are:—Moslem 3 per cent., Christian 37 per cent., and Jewish 42 per cent.

The present writer paid a visit to Palestine, during which he had opportunities of seeing various schools and of meeting educational officials in Jerusalem.

Education is not at present compulsory and, so far as Government effort is concerned, it is, in the main, confined to elementary schools. In these schools the pupils are mainly Moslem children. At present there is no provision of State secondary schools, but certain elementary schools contain secondary sections.

There are now eight secondary sections attached to elementary schools in Jerusalem and certain other towns, but so far no section provides the full secondary course of four years. A handicap to the proper development of the sections, according to the last report of the Administration, is the early age at which so many boys leave.

It is hoped to establish in Jerusalem a large secondary school, to which boys of promise from all parts of the country will be admitted. This, of necessity, will have to be a combination of day and boarding school.

Of the primary schools of the country 312 are Government provided and 397 non-provided. In the Government schools there are 19,195 pupils on the rolls, and in the non-provided 34,136. Of this last total no less than 18,311 are Jewish children and 13,348 Christian. Grants in aid, on a *per capita* basis, are made to non-Government schools subject to certain conditions. It is, however, in the extension of village education, which the Government has undertaken, that the greatest development has taken place, and from which a great deal is expected. There is an immense leeway to be made good here, due to the fact that hitherto so many of the Arab village children have remained outside the

scope of educational work. In order to encourage rural education the Government offered to provide a teacher if the village would provide and equip a room. The response was immediate, and by voluntary contributions from the inhabitants of the villages over two hundred of these schools are in existence. The demand has proved greater than the Government's ability to meet it. The writer was informed that there was a great and increasing desire for education in the rural districts. This is surely of the most hopeful augury for the future development of the country.

In regard to secondary education it should be noted that, in addition to the secondary section in the elementary schools, already referred to, there are thirty special or technical institutions which are in receipt of financial aid from the Government.

The writer was enabled to visit some schools in Jerusalem, to which a brief reference may be made. One was a Government elementary school consisting mainly of Arab children, housed in a first-class modern building. The classes were commendably small and there were more teachers than classes, thus obviating the evil, common to so many elementary schools in this country, of the individual teacher being constantly engaged in teaching. There was evidence of a good conversational knowledge of English among the scholars. A troop of boy scouts was attached to the school; football was played as an organised school game, and matches were played with other schools. Generally the school appeared to be well equipped, well disciplined, and to have a good tone.

The secondary section attached to this school was doing a good work, and some of the boys were very smart and alert.

Although the Government provision of secondary education is at present admittedly meagre, it must not be supposed that other facilities do not exist. First of all there is, for example, in Jerusalem, a school, which the writer also visited, which has enjoyed a high reputation for many years. This is the St. George's Secondary Day and Boarding School, carried on under the auspices of the Church of England Society. Here all lessons were conducted in English whatever the subject, except Arabic, with the result that the standard of English is remarkably high. Moslems, Jews, and Christians were represented among the pupils, and apparently no difficulty existed on this account. The fees for boarders amounted to £50 a year, and the school is available only for the wealthier children.

One of the chief difficulties is the lack of fully qualified teachers. The writer visited a training college for teachers in Jerusalem, where a five years'

training in general education, and pedagogy for the last year, is provided, but this is inadequate to the needs of the country and to the standard of training required. No university training is available for potential teachers in Palestine, though the American University at Beirut, to some extent, meets the need. To this institution, one of the finest educational institutions in the East, the Government offers certain scholarships, with the intention of providing the schools with more efficient and better qualified masters.

Secondly, there is the very ample provision by the Jews in both primary and secondary education. It is among them that the greatest facilities for education exist. It is not only adequate, but, as the figures already quoted show, practically every Jewish child in the country is brought within the scope of one or other of its educational agencies. With but few exceptions all Jewish children are educated in Jewish schools, up to thirteen in elementary schools, with provision for higher education by means of evening schools, by part-time day continuation schools, by secondary schools, and agricultural training institutions. Moreover, the project of a Jewish university in Jerusalem is already taking definite shape.

In Tel-a-viv, a large and prosperous Jewish suburb of Jaffa, the writer visited a Jewish High School. This, like all Jewish schools, is co-educational, and it has 550 pupils. The school week consisted of thirty-five hours of teaching, but only twenty-four hours per individual teacher. A primary department is attached, so that it is possible for a child to spend his whole school life here, from six to eighteen years of age. Children also come here from the elementary schools. The classes visited included those in chemistry, mathematics, Bible teaching, painting, drawing, and English. Hebrew was, of course, being taught, one of the aims of the Zionists being to revive the ancient Hebrew language as a spoken tongue. The teaching methods were notable for their up-to-date character, and from interesting conversations with the staff it was gratifying to find they were imbued with sound ideas on education and with the wisdom of giving free scope to the child's individuality.

One of the chief difficulties experienced, a difficulty which the writer found existed elsewhere in Palestine, and in Egypt also, is the absence of good text-books, suitable for the East. Many of those in use were wholly incongruous. A very large school garden is included in the school premises, the planning and laying out of which was done by the children, displaying considerable ingenuity and originality. Other provisions comprised a woodwork room, a nature study room, and gymnasium, where Swedish drill was taught.

The school hours are 8 to 2, with half an hour's

interval for lunch. There was no afternoon school, but children were free to return in the afternoon for woodwork or domestic science. The writer was assured that parents were very keen on education, and in many cases made considerable personal sacrifices to secure it for their children.

One of the defects of modern education is that it is too little related to life. Certainly in the Jewish schools a real attempt is being made to avoid this danger. In this same town of Tel-a-viv there is a hostel for Jewish immigrant girls where training is given to such girls, many of whom come from the ghettos of European countries. Here they are taught domestic economy under conditions they will have to face in the land of their adoption, including simple farming operations, poultry keeping, vegetable and fruit growing, such as will be useful to them in the Zionist colonies to which many of them will ultimately become attached.

But at Haifa, where there is a large Jewish community, the writer discovered a striking instance of secondary education adapted to actual life and the requirements of the country. This he found in the Haifa Secondary School and Technical College, situated at the foot of Mount Carmel, in a spacious modern building, with ample space for development. Dr. Biram, the head master, has a whole-hearted enthusiasm for education, his aim being, as he expressed it, to make of the school a happy community. He told me that his methods were largely founded on those of Sanderson of Oundle.

Generally, the education provided is that of a good secondary school with a definite technical bias. During the six years of their school career the scholars go through a systematic course of manual training of twelve hours per week. The school is provided with three splendidly equipped workshops for metal work, bookbinding, and carpentry. It was found that, notwithstanding the relatively large amount of time devoted to manual training, the more formal instruction did not suffer in any way. Not only do the pupils acquire the same knowledge of general science as those of other secondary schools, but formal instruction in mathematics and physics is very greatly facilitated by practical experience in the workshops. The combination of manual and intellectual work made for independence of thought and action, and this education through work was found to have a definite moral value. Dr. Biram states that it makes children familiar with work and directs their thoughts to the practical requirements of the building up of Palestine. Great emphasis is laid on the training of character, for it is felt by the governors of the school that, for the reconstruction of Palestine, certain qualities must be fostered: exactness, honesty of work, a sense of responsibility and discipline, and good citizenship. Similarly, the education of girls is related to

practical life, it being realised that efficient and competent women are urgently needed in the country. They are taught needlework, and all, big and little, make their own clothes. They are trained for household work in all its branches, and receive instruction also in infant welfare work.

The writer formed a definite impression of eagerness on the part of pupils, enthusiasm on the part of the staff, and a very high *esprit de corps* throughout the school. One could not help feeling that in the uphill work which lies before the Zionist colonies in Palestine, and in the development of harmonious relations with the Arab population, the work of such schools as the Haifa Secondary School is full of promise for the future and for the fostering of a real spirit of citizenship.

Farewell Dinner to Sir Gregory Foster.

A Farewell Dinner to Sir Gregory Foster, who retires from his position of Provost of University College, London, on December 31, will be given by Past and Present Students of the College on Friday, December 20, at 7 for 7.30 p.m. The Dinner will be held in London and the place will be determined when the number of those intending to be present has been ascertained.

Past and Present Students who wish to attend the Dinner are asked to inform Mr. B. N. Parker, Hon. Sec., Old Students' Association, at the College, with as little delay as possible, and are requested to add particulars of their faculty and dates of student years at the College.

Chemistry.

A SCHOOL CHEMISTRY: by Arthur Brooks, B.Sc. (4s. 6d. Univ. of London Press.)

"This volume deals with that part of chemistry which is usually studied in secondary schools during the two years preceding a first examination." Like the other books of its class, too many of which are being published at present, it covers the ground in a fairly satisfactory manner, there being nothing startlingly new in the manner of presentation. A few points call for comment. The definition of an acid given on page 131 states that it is a substance containing hydrogen, some or all of which is replaceable directly or indirectly by metals. Truly such a definition leaves much to be desired—as stated by the author. The bleaching properties of sulphur dioxide are compared with those of chlorine, although chlorine is not dealt with till later in the book. Chlorine is wrongly said to have the same action as iodine on sodium thiosulphate, and the soluble silver sodium salt of thiosulphuric acid does not have the composition NaAgS_2O_3 . T. S. P.

LEGAL NOTES.

"School Strikes."

The school children's "strike" is an unexpected yet natural outcome of the many reorganisation schemes that are being put into force all over the country. The parents of Tom and Mabel are required by the local education "despots" to send them to schools different from those they have hitherto attended. The new school is strange; the teachers are strangers; and the distance from the home is greater than before. Tom and Mabel very probably dislike the change; their parents aid and comfort them, and refuse to send them to any school but the old one. The children join the other "strikers." What, then, is the legal position of the parents of Tom and Mabel?

Leaving aside deaf or blind or other defective children, where the recent case of *London County Council v. Maher* might be of some assistance, we must look at Sections 42 and 43 of the 1921 Act, where are laid down the duties of parents and authorities. The parent must cause the child to receive efficient elementary instruction in reading, writing, and arithmetic. The authority must take proceedings to enforce that duty upon the parent if he neglects it, and under certain circumstances obtain a "school attendance order" from a court of summary jurisdiction, which will direct the child to attend some certified efficient school, selected by the parent, *willing to receive him*.

Among the "reasonable excuses" open to the parent is that the new school is more than three miles (or whatever other shorter distance is fixed by the by-laws) distant from his home by the shortest road, and "road" includes "footpath" (*Hares v. Curtin*, 1913, 2 K.B.). But that will not avail if the authority has provided conveyance [Section 49 (c)]. If none of the usual excuses for non-attendance, viz. sickness, distance, or efficient instruction in some other manner, can be offered, the parent will find it hard to resist on any other ground. He may attempt to show that he has carried out his duty by sending his child regularly to the school to which he has been accustomed to send him.

But the cases are against him. Parents have tried that argument before. One sent his child to a school where he knew admission would be refused. The Justices convicted him of not causing his child to attend school. A case was stated for the High Court. The Queen's Bench upheld the magistrates (*Jones v. Rowland*, 63 J.P., 454). *Walker v. Cummings* (28 T.L.R., 442) was a case where the Justices declined to convict on the ground that the school to which the child had been sent refused to admit him (he was verminous). The High Court, however, held that sending a child in such circumstances was not "causing him to attend school."

INTERNATIONAL CONFERENCE OF UNIVERSITY WOMEN.

By A. TOWNLEY SCOTT, B.A.

The International Federation of University Women has held its fifth Conference at Geneva. Ten years ago, at the inauguration in London, two national Associations of University Women formally joined the Federation, while two other Associations sent representatives as visitors. Since 1919 Conferences have been held at Paris, Oslo, and Amsterdam, and the Council has met also at Brussels, Vienna, and Madrid. The Federation has grown apace since 1919, the national Associations most recently admitted being those of Mexico, Jugoslavia, Latvia, Portugal, and Lithuania. There are now thirty-three national Associations, representing an international membership of more than forty thousand university women.

The aim of the Federation is two-fold. It is a means whereby national Associations provide opportunities for personal intercourse between members of different languages and cultures, and, at the same time, by establishing international fellowships and club houses, it works for the advancement of learning and high scholarship.

At Geneva the President of the Conference was Mlle E. Gleditsch, D.Sc., Professor of Chemistry in the University of Oslo, elected to the office at Amsterdam in 1926. About six hundred members from thirty-three national Associations were present. The languages spoken were chiefly English and French; there was also some German. Translations were made into English and French by Mlle M. Ginsberg, whose brilliant work received high praise.

Mme N. Schreiber Favre, President of the Swiss Association, was, with her Association, responsible for the reception of the Conference. This Association had been able to secure the patronage, personal interest, and actual presence of educationists and others engaged in public work, and prominent in society in Geneva and in Switzerland.

The inaugural meeting was held in the Great Hall of the University. Speeches were made by M. Martin Naef, Counsellor of State; M. Charles Werner, Rector of the University; and the President and others. Letters of greeting and encouragement were read from the Right Hon. Ramsay MacDonald and Miss Margaret Bondfield. Telegrams were read from Dr. Fridtjof Nansen and M. Pilet-Golaz, of the Federal Council of Switzerland. Letters were also received from Sir Charles Trevelyan, British Minister of Education, and Miss E. Rathbone, M.P.

Two former Presidents of the Federation attended: Professor Caroline Spurgeon, D.Lit.; and Dean Virginia Gildersleeve, LL.D. At a

meeting, open to the public, Professor Spurgeon delivered an address on "The Imagery of Shakespeare," which was received with great enthusiasm. Dean Gildersleeve assisted at the later meetings as consultant on questions of order, succeeding Miss Corbett-Ashby, B.A., who had performed the work during the earlier days.

Professor Winifred Cullis, O.B.E., D.Sc., presided at a session at which the President and others spoke on "The Aims and Record of the Federation." M. Zimmern, of the Institute of Intellectual Co-operation, spoke on the work of the Institute, and M. Fuss, of the International Labour Bureau, spoke on "Unemployment among Intellectual Workers."

The delegates from the national Associations gave a whole day to such matters as the finance of the international fellowships' scheme, the hours of work of secondary school pupils, the most effective method of solving the language problem at international conferences, arrangements for group travel within the Federation, the interchange of professors and of secondary teachers.

In addition, discussions on short papers, held by groups of women doctors, lawyers and barristers, professors and teachers, and educational psychologists.

Especially interesting was a pamphlet on the "Nationality of Married Women," prepared for the Conference by Miss Chrystal MacMillan, B.Sc., M.A. A gift of £1,000 from the Carnegie Trust, granted through the American Association towards the expense of travel, was announced.

Not the least interesting features of the Conference were visits to the International Bureaux. At the League of Nations addresses were given by Sir Eric Drummond, M. Avenol, and Dr. Norman White. At the International Labour Bureau, in the absence of M. Albert Thomas, a speech was made by M. Phelan. The members of the Conference were graciously received and conducted over both buildings.

The Council of State and the City of Geneva received the Federation at Ariana, a beautiful park and museum situated on ground rising gradually from the lake. The Swiss Association arranged visits to Coppet, Chillon, Tournay, and Ferney. At each of these places members were received by leaders of society or by men or women prominent in public life. At Coppet and Ferney addresses were given on "Madame de Staël" and on "Voltaire." At Ariana there was a display of country dancing in costume, while at Chillon and at a public dinner in Geneva well trained choirs sang folk songs, which gave much delight.

OPEN-AIR SCHOOLS.

By E. A. COCKER.

It would appear that those who so gallantly pioneered the open-air school movement have been amply justified. Apart from the hopeful tendency of school authorities to build light and airy schools of the bungalow type, with easy access to the open, and the adaptation of older types of building to a more enlightened policy of "health first," various schemes of open-air education have been recently developed. Though still few in number—at present there are fifty day and twenty-seven residential open-air schools in this country, providing for 6,450 children—they have shown what can be done for physically defective children, who stand no chance in an ordinary school, by placing them, even for a short time, in thoroughly wholesome conditions. In some schools provision is made for the continuous education of anæmic or debilitated children under open-air conditions; whilst in others facilities are afforded for children attending ordinary elementary schools to have a "breather," a change of air, for a few weeks in the country or at the seaside. Open-air education is also a feature of a number of ordinary schools, where classes can be held outdoors in suitable weather, either in the playground or nearby park or recreation ground.

The development is largely an economic question, for all these good things cost money. A child costs £16 per annum in an ordinary elementary school, and close on £40 with board and lodging in an open-air school. On the other hand, the open-air schools are building up useful healthy citizens from children who would otherwise become a charge upon the public purse in sanatoria and hospitals as ailing, and therefore non-contributory, members of society.

Besides fresh air and outdoor conditions, open-air schools supply other valuable factors—wholesome regular meals, rest and sleep, remedial and physical exercises, bathing, and a general hygienic regime. There is, too, an adapted curriculum, which includes more handwork and out-of-door subjects, such as gardening and nature study. Otherwise lessons pursue much the same course as at an ordinary school, and experience has shown that the child soon gets used to his novel surroundings and settles down as steadily to work as he would indoors.

At Bow, for example, a typical slum school, two scholars have recently won scholarships in open competition—a real achievement, seeing that they entered the school severely handicapped by debility, and were consequently backward. Bow Open-air Day School specially appealed to me as an example of taking things as they are and making the best of them! In the heart of the factory district of East

London, surrounded by a dreary wilderness of teeming streets, the large garden of an old mansion, that has long since seen its best days, has been used. Government huts have been adapted, and the children learn their lessons in open classrooms, sleep for two hours every afternoon under the trees (except on wet days, when they retire to a covered resting shed), and have three good meals a day. Winter and summer they live in the open, without fires, without coughs, colds, or measles—and, what is more, without feeling cold! Of that I was assured when I visited the school on a raw, uninviting day in February. Care is, of course, taken that brisk exercise alternates with lessons at short intervals, and wide stretches of movable duckboards keep the children's feet dry in the muddiest weather. In spite of a typical London atmosphere, these delicate children thrive here exceedingly, and are frankly disconsolate when doctor certifies them fit for return to an ordinary school. They enter with pallid faces, dulled brains, and slouching gait, and during their stay become pounds heavier, are bright-faced, mentally alert, and physically "full of beans."

A school of quite another type is London's school in the country, a beautiful place—in fact, a model—and, I am told, quite unique. It is a residential open-air school, established in a dignified Georgian residence belonging to the King, and once a royal hunting lodge. Situated in beautiful Bushey Park, near Hampton Court, whose sylvan solitudes still remain untouched by the encroaching outer suburbs of the mighty metropolis, it was graciously offered to the London County Council to promote the health of London's delicate boys. During the war, the Canadians erected temporary hospital buildings in its grounds, and at the expiration of war offered these buildings and equipment to the King, hence its name "King's Canadian Residential Open-air School." It is like a little settlement. The main building contains the staff quarters, kitchens, dining hall, and rest-room for the boys. Outside are the dormitories with rows of beds (one for each boy), sick ward, medical, and dental rooms. Near by is the bathing-room with hot and cold showers, classrooms which can be opened in suitable weather, or closed and stove-heated when absolutely necessary. There is also a large lecture hall with a stage for dramatic performances, and much talent is discovered among the boys and made use of to add to the interest and pleasure of school life. All around are lawns and flower gardens, and beyond are the woods, pools, and streams, all within the school grounds. Truly a children's Paradise. Adjoining is the wide vista of greensward, dotted with magnificent trees, with deer and cattle grazing, and wild

life in all its infinite variety. One can hardly imagine what such a place must mean to the city-bred children, many of whom have never seen the country before, so vast is London.

At all seasons the boys, of whom there are three hundred always in residence, enjoy an open-air life. Tramps to Kew and Richmond and Hampton Court, rain or fine; boating on the river, and whole-day excursions into the country when the weather permits, provide health and a wonder-time to the nerve-racked, light-starved ailing boys who are sent here to recover. Cardinal Wolsey's river provides much joyous recreation in the genial months; there is a charming waterfall and bathing pool, and the paddling pond is in constant use throughout the summer. There are pigs, poultry, sheep, rabbits, and tame mice kept at the school; and an aviary and duck pond, well stocked, are sources of keen delight in practical nature study when school work is over. And though the work of school is so different—so much in the open air—it is, none the less, serious school work.

The food provided is ample and varied. On the day I visited I saw rows of well-behaved, clean, and cheery-faced boys waiting for the signal to tuck into a big plateful each of stewed beef, potatoes, and haricot beans, to be followed by milk pudding and stewed fruit. Fresh fruit and salads are also part of the dietary, and are grown in the large kitchen gardens, which provide all the vegetables except the full supply of potatoes.

Regular rest is as important as regular food and exercise, and eleven hours' night sleep is strictly enforced. I am told the boys sleep like tops in the quiet of the country, with the air freely blowing around them as they lie cosily tucked up in their comfortable beds. Nurses are in residence to give any attention, such as remedial exercises for slight physical defect and in case of illness. A dentist visits the school, and everything is done to promote the boys' health during their stay.

Though such ideal conditions are not easily found, there are old mansions dotted about over the country near our congested centres of population, usually with large gardens, which can often be rented cheaply, and with some adaptation, not by any means costly, could be made to serve as recovery schools for children who are languishing in the ordinary elementary schools. Even our derelict and melancholy town squares could be brought into use—as at Euston Square, where, close by two great railway stations, a happy band of children is learning a new way of life and health within a stone's throw of swarming mean streets.

Where there is a will, there is a way, and the open-air school is opening out a new era in education that is going to build a firm foundation for the race in the child-life of our nation.

THE SPIDER.

The body of the spider is divided into two parts, the cephalothorax, which is a combination of the head and the chest, and the abdomen. On the upper part of the former are the simple eyes, some of which are raised on small projections, and the legs are attached underneath the same division.

The breathing is by lung sacs, often combined with trachea (air pipes).

An adult spider has generally eight legs: though one pair may be modified for other uses. The fangs are hollow and connected with glands that secrete a liquid apparently acting more as an anæsthetic than as a poison: for a victim may recover, after a time, though helpless when first bitten. Hence the binding of the prey when left for a future meal.

At the end of the abdomen are the spinnerets, which are tubes, generally six in number, each perforated with very small holes, that communicate with glands producing liquid silk that hardens at once on exposure to the air. The thread from each hole unites with the others from the same tube, and this combination joins with those from the remaining spinnerets, giving strength to the thread.

Injuries to the spider's limbs are not serious, as it replaces the damaged member at the next moult.

In many species, the female is the larger and stronger and her distaste for an admirer may result in her making her next meal upon him. The wedding feast is thus enjoyed by the bride alone: with the bridegroom as the one dish. She frequently carries her eggs, as a ball, in a finely woven cover, until they hatch. Some of the Wolf Spiders carry the young ones, clinging to their bodies and legs, for several months.

The House Spider makes its web in a closely woven sheet, with a tube opening from it for retreat.

The Garden Spider (*Epeira*) spins a geometrical web, and a foreign species varies that plan by forming the radiating threads to the shape of a dome.

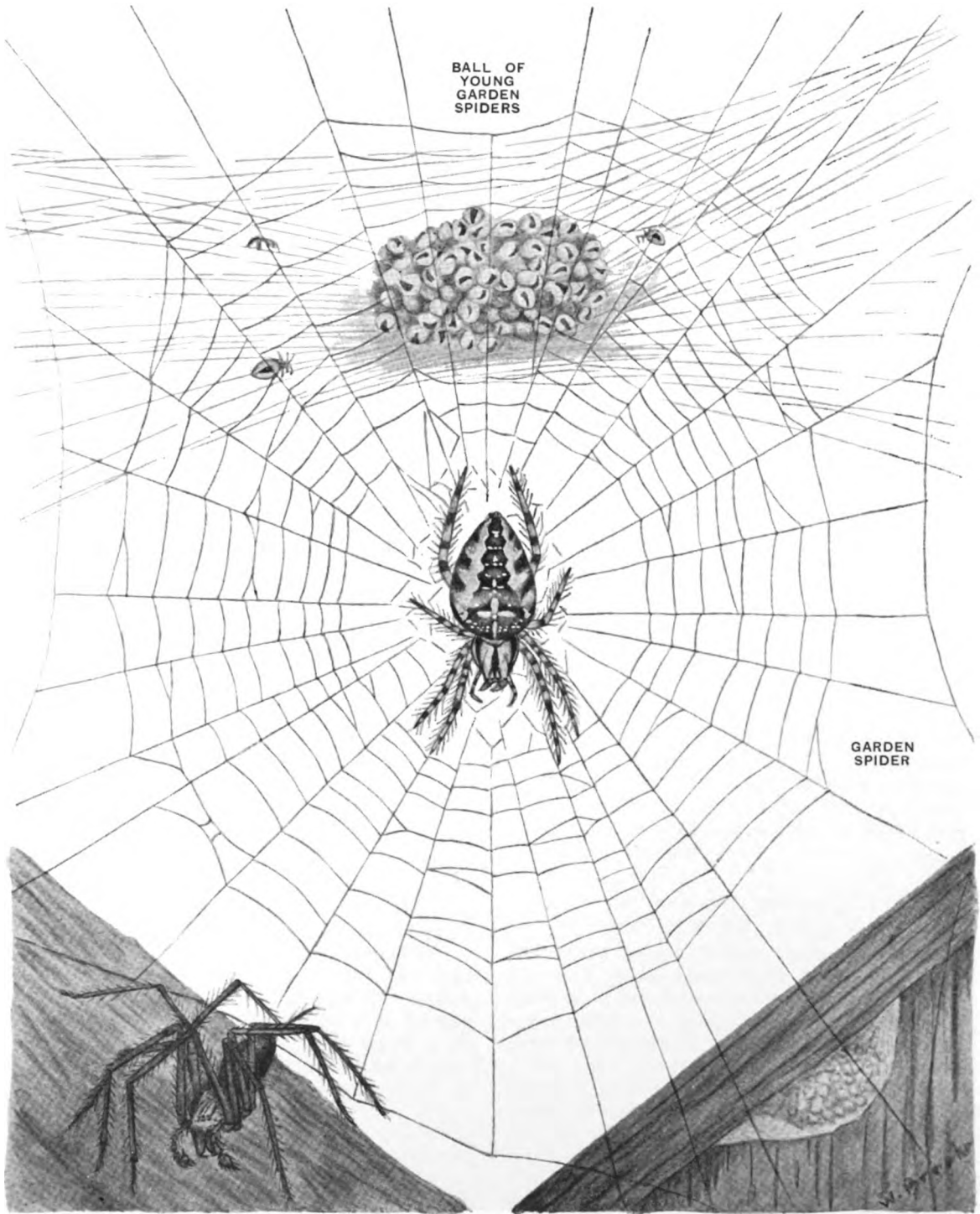
The young of some kinds of *Epeira* assemble along the centre parts of threads that radiate in all directions. When undisturbed they appear about the size of a chestnut, but if alarmed disperse rapidly along the threads.

The Water Spider stores its small thimble-shaped web with air bubbles carried down to it through the water. The male of this species is the larger.

The Trap-door Spiders make their homes in silk-lined tubes in the earth, which are closed by small circular doors, silk-lined, and covered outside to match their surroundings.

Mygale, the Bird-eating Spider, sometimes measures eight to ten inches across the spread of the legs.

THE "EDUCATION OUTLOOK" PICTURES



BALL OF
YOUNG
GARDEN
SPIDERS

GARDEN
SPIDER

HOUSE SPIDER

COCOON OF EGGS

HOUSE and GARDEN SPIDERS

Drawn by Winifred Brooke



THE FIRST LOVE OF MASTER LUKE.

By F. J. NICHOLSON, M.A.

Master Luke tossed his "Horace" into a corner of the room. That was an unusual way for him to handle his school books. Master Luke was a good boy—a "conscientious lad," the Head called him. But on this long sunny evening how could the most angelic of lads stay indoors and scan dactyls and trochees on a dirty little book? Oh! that blackbird outside, how wantonly it was singing.

Master Luke strolled out of the house, feeling a little guilty and a little elated. It was fine to be out in the open, he thought. One couldn't be always at work. . . . "Carpe Diem," he had just been attempting to read. There might be some sense in that, after all? A dangerous thought! Surely one must prepare strenuously for all the great things one was to do when grown up. "Carpe Diem?" Just occasionally? One had such queer feelings at times!

When the boy stole from the garden into the sunlit streets he had not decided where he was going. There was only an unformulated desire lurking deep within him. Something kept urging him along—down this street and up that lane. When Luke approached No. 13 St. Colne Street that Something jumped clear into conscious recognition, surprising and exciting the boy. He slackened his pace and looked about him very self-consciously. Was SHE sitting behind the No. 13's curtains? Perhaps he would hear her pretty laugh trilling up and down the scale. That lovely laughter which he had heard echoing through the school corridors: with which she had greeted his few attempts at pleasantry when he had had the courage to speak to the girl.

The boy cast one quick eager glance at the windows of No. 13. The mauve curtains framed no radiant girl's face. "What does it matter to me?" Luke lied to himself. "I'm just out for a breath of air." But at the end of the street Master Luke's heart went thumping against his ribs. SHE was actually walking towards him! He was sickeningly excited, so bright and adorable was the girl in her sunlit summer frock. Oh, Lord! Here she was. Master Luke blushed scarlet when the girl smiled, and, tugging quickly at the rim of his cap, he hurried—almost ran—past. Then a storm raged in his heart. "Oh, the silly ass! Why hadn't he stopped her and spoken? Why was he always so shy?" he asked himself in bewilderment.

Then Master Luke acted so suddenly and boldly that he marvelled at himself for days afterwards. Turning smartly on his heels he called to the retreating girl: "I say—er—that is," and then his voice dried up. He didn't like to say "Betty," and he could not bring himself to say "Miss Crew." The girl halted and turned round. Urged by he knew not what instinct, the lad told one of those un-

truths which are so often convenient. He had lost his copy of the "Tempest," and would Betty Crew please lend her copy to him for a little? Of course she would! Just let him come along with her until she "fetched it" from the house.

The boy and girl lingered at the gate of No. 13, loth to part. Master Luke opened and closed Betty's copy of the "Tempest" a score of times, and murmured "Thanks awfully" repeatedly. The girl smiled and giggled. Luke glanced fearfully at the mauve curtains. "Oh, they're all out," Betty assured him teasingly. Luke laughed and spoke more boldly:

"It's a topping night, isn't it?"

"Just ripping," Betty gurgled.

"I say—er—would you care to go for a walk?"

"All right, let's . . ."

It was wearing late that night when poor "Horace" was rescued from his ignominious repose. There was yet another ode to "do" before the morning. "Doing" it was a fearful bore—with Betty's laughing face haunting the boy's imagination. Luke found his attention wandering from the metrical arrangement to the actual significance of what the old Roman had written. He became curiously interested. He even went back over some of the "Odes" already "done." His absorption caused him not a little alarm.

"These old poets," he mused, "knew something after all. 'Carpe Diem!' What was it Milton said: 'Sport with Amaryllis in the shade'? Of course, *he* wouldn't do that. But one felt queer at times."

Then Master Luke took up Betty's "Tempest," and began to read avariciously when he ought to have been sleeping:—

"You, O you,

So perfect and so peerless, are created
Of every creature's best."

"Of every creature's best," Luke repeated. Betty! By Jove, these poets really wrote from life! It came as a revelation to the boy that literature was not a matter of prosody and annotations, and that poets were made of flesh and blood like all mortals.

The days and nights of Master Luke came to be haunted by lines of poetry. They coloured his thoughts and capped all his observations. They began to interpret life for him. They intruded on his work and kept dragging his thoughts away to Betty. But Master Luke was a good lad, and he warred against attention to what had always seemed to him a mere triviality. "For what were women, anyway? Just flowers, fading the very hour they were displayed. Shakespeare knew. He, Luke, was out for the enduring things of life. Woman?"

Betty? The passing glory of an hour; the blushing glory of an hour. Not a bad phrase that! Poetry *was* inspiring—made you see very clearly. He must work that phrase of his into a poem about Betty. . . .”

So Luke mused, his nascent imagination creating a sentimental picture of Betty, and his young mind seeing there all the pathetic evanescence of beauty. His head pulsing with lines from the poets, he wrote:—“We were laughing in a little garden lying by the sea,” and he felt delighted with the lilt of the alliteration. (It wasn't really in a garden by the sea. That was poetic licence, or some such thing, and the girl would appreciate the figure.) “You dropped a hand upon a rose, plucked it . . . and . . . and . . . gave it to me.” (No, no, that was too awful!) “You dropped a hand upon a rose, plucked and gave it me.” (That was better. The “plucked” after the *cæsura* conveyed the very movement.)

The rose was Betty, and about it had gathered all the light of sunsets and the fragrance of flowers. . . . And yet, it was but the blushing glory of an hour! . . .

Luke thus found himself carried away by his first poetic frenzy. With this sudden bubbling up of his creative instincts there was thrown out that feeling which seems inseparable from the artistic temperament, namely Vanity. Proud beyond sobriety of his first literary offspring, Master Luke determined that Betty should see it. With a lover's cunning he slipped the paper into the pages of the “*Tempest*,” and handed the book back to the unsuspecting girl.

As soon as the deed was done Luke fell into many doubts and perplexities. If Betty should respond to his poem like the ideal woman, could they dwell for ever in a world of tender romance? What was Life? To be sure there were many mysteries! Probably these secrets would reveal themselves—simply, naturally—as he kept working for the future? Ought he to make these rash experiments? Suppose Betty just giggled and told him he was silly? Of disillusionment he had heard. . . .

Waiting was an agony. Twenty-four hours seemed an eternity of suspense to the young poet-lover. Once he passed Betty in the school corridor. She was running along with some other girls, and she scarcely as much as smiled to the anxious boy. Perhaps she had not yet discovered the poem, Luke reflected hopefully. He was bound to know some time.

Know he did, that same day. As he strolled out of the school-yard in the late afternoon his meditations were rudely disturbed by the sound of girls' voices which came round a corner. Luke immediately contemplated turning to go the opposite way, for he had a premonition that Betty was there, and he hated to blush before a crowd of girls. Then suddenly someone screamed as only a girl can

scream, and a shrill voice exclaimed: “Oh, Golly! Behold everybody! Betty Crew, the famous ‘blushing glory of an hour.’ Oh, I say! The boy's mad!”

Master Luke felt suddenly sick. All the girls were laughing now, giggling round that corner, and (horror of horrors!) high above the chorus rose Betty's peculiar trill. That sound was too much for Luke, and he turned and fled.

“Of course, he had been mad,” he thought perplexedly. “He ought to have expected that! ‘Most friendship is feigning, most loving mere folly.’ Mere folly! Shakespeare knew. He would go back to the things that endure.”

Congress on Technical Education.

The Government of the Province of Liège, under the patronage of the Belgian Government, is organising at Liège, from August 1 to 5, 1930, in connexion with the International Exhibition there, an International Congress of Professional Technical Education, that is, education (of lower than University standard) for industrial and commercial employments.

The following subjects, amongst others, will be dealt with:—Instruction in relation to vocational guidance; relations between technical instruction and other forms of education; co-operation of employers and employees in technical instruction; the training of teachers for technical instruction; and the present position of technical instruction in the different countries.

Persons desiring further information with regard to the Congress should address themselves to the Secretary of the Organising Committee, M. F. Mabile, at the Office of the Provincial Government at Liège. Applications for membership of the Congress must reach the Secretary of the Organising Committee before May 1, 1930.

The Elements of Success.

At the Drapers' Summer School at Oxford Mr. F. H. A. Riceman enumerated fifteen elements of success:—1, enthusiasm; 2, vitality; 3, knowledge; 4, willingness to do the extra bit; 5, tact; 6, concentration; 7, perseverance; 8, making the most of your job; 9, increasing your profitableness; 10, good health; 11, languages, particularly French; 12, imagination; 13, neatness and cleanliness; 14, manners; 15, doing as you would be done unto. Certainly any candidate for success with all these qualifications would merit it.

SCHOOLBOY GUILF.

By H. R. CHITTENDEN.

It seems possible that the originator of the doctrine of original sin was a teacher; how else could innate depravity be attributed to such innocent-seeming cherubs as daily confront us in school, and await with patience and wondrous fortitude the administration of the little daily dose of education?

Deprived of that liberty of action reputed to be so dear to the hearts of us all, the trailer of clouds of glory frequently reveals a side of his nature which might have made the poet alter his notions as to the material of which those clouds are composed.

The class was unusually quiet, itself a danger-signal to the watchful teacher; the class was also unusually industrious, a still more grave portent of mischief brewing. Then, from nowhere, came sweet, faint, monotonously musical notes, which abruptly ceased when the teacher looked in the direction from which they appeared to come, only to break out on the other side of the class as a thin antiphon. Nobody could be blamed for this seemingly psychic phenomenon; was not everybody engaged industriously in "private study" of the most intense kind? No, not quite all; a few choice spirits had inserted pins into the hinged joints of their desks and by plucking these with careful fingers were able to produce "music" which, however, failed entirely to "coothe the savage beast" who made it his business, as soon as the class was dismissed, to go round and note the seats beneath which the pins were lying; the bandsmen had forgotten to remove their instruments.

Then there is the dear little boy who looks so attentive and follows the teacher's every movement so carefully that the unsuspecting one is apt to think that Johnny, at any rate, is learning for learning's sake. It is not so, however, but far otherwise; Johnny is attentive merely that he may seize the right and safe moment for a suck at the "unchewed morsel" of sweet or give another turn to the chewing gum.

Then there is "the sweet little cherub" who sits, not aloft, but usually at or near the bottom of the class and can never find his "gear." If writing is to be done someone has stolen his pen, or, in composition the order of the day, the same mythical personage has purloined his book; something always happens to prevent this diligent but un-

fortunate student from doing his fair share of work—but nobody ever steals his basin when school meals are served or succeeds in preventing him from getting a front seat when "story-reading" by the teacher comes along.

And what of the lad who "shams stupid"? He can tell, almost at a glance, the difference between the total scores of the Mudflat Rangers and their various opponents; he knows, as though by instinct, what is meant by "goal average" and transfer fees. But divest the figures of their football glamour and you talk in vain; only the "hammer and chisel" style of pedagogy appears to affect him now, and even then the effect is but transitory.

It is believed on good authority that "there is nothing new under the sun" and years of observation convince one that this is true of boyish tricks. An enterprising teacher might embark on a search for a really new inside-school prank, but his time would be wasted.

In the "good old days" when conversation in the class was frowned upon, the youth with something good to tell spoke under his breath or behind his hand; his descendants still do these things but are gradually realising that the hand in front of the mouth is a note to the teacher; they prefer to twist the mouth sideways, possibly thinking that the teacher cannot see the talking side of the mouth!

Sweet are the uses of the private study period—if the teacher is not too watchful or has not learned to suspect the youth who, as Kipling has it, "looks too wise" and studies just a shade too intently to be genuine. This is the period when it is sometimes possible to steal a few priceless moments from "The Coalfields of England" or some topic equally unproductive and devote them to *The Mystery of the Fireless Grate* or *The Boy Detective*.

But teachers will persist in standing behind the private study class and many a reader of the "penny a-line" classic owes the loss of his library to this disgusting habit.

Time fails me to tell of the "whispered warning," of the manifold uses of the scholar's ruler; of the ways in which an interior window may be used to see what passes outside. What better opportunity could one find for the swapping of "fag" cards than that which occurs while a lengthy problem is being written on the blackboard?

The same old tricks which we as youngsters played upon each other and upon the teacher are still with us. It may be that their presence helps to endear the young rascals to us, for the man never grows really old who can enjoy the wiles of youth and can retain a sense of humour even after he has lost his teeth.

JUNIOR UNEMPLOYMENT CENTRES.

Before earning a living becomes a habit it must become an ambition, and it is an ambition which many thousands of boys, and perhaps a smaller number of girls, begin to acquire round about the age of fourteen. For nine long years at least, rarely fewer, often more, these same boys and girls have submitted more or less gladly to a course of educational existence which they fondly hoped would set them on the early rungs and would in due course enable them to climb towards attaining that of which they had dreamed. The more fortunate among them have gained a first foothold; the less favoured left their school, where there was much activity and plenty of enthusiasm, to find themselves members of a big army of unemployed and disappointed seekers after that thing called work—and wages.

To mitigate the evils of an army of unemployed youths and young persons of both sexes is a problem that has been tackled, and is being tackled, by many State and voluntary agencies. The Ministry of Labour, for example, has caused to be set up a number of educational centres in places where unemployment and industrial distress are most sadly prevalent. Some five or six thousand boys and girls have been attending them, which shows that a goodly number are eager to take advantage of any scheme which promises to help them to be self-reliant workers and wage earners. True, a large proportion of the number attending have gone to them under compulsion of the Unemployment Insurance Act of 1927—for a claimant to the benefits thereunder must show thirty weeks of insurable work after reaching the age of sixteen. If, that is, he is sixteen years and thirty weeks old and eligible for unemployment benefit he must support his claim by attendance at an unemployment centre. In places where distress is worst the number of these "claimant" pupils has been fewer by many than the non-claimant pupils. In some of the Welsh mining areas the percentage of the latter has reached 64.

There has been recently issued through H.M. Stationery Office the first report of the National Advisory Council for Juvenile Employment (England and Wales). It deals with the future of these "unemployment centres"—certainly not a happy choice of description—and sets out proposals for the conduct thereof. The main recommendations are embodied in the form of a memorandum setting out regulations for an experimental pattern scheme of centres, which could be issued to all local education authorities who would bring them into force as and when required. Any fervid desire to criticise the

proposals must necessarily be tempered therefore by the recognition that the scheme is but tentative, and the suggested regulations are not likely to become rigid till experience and practice has tested the theory underlying them. In any case they should receive a general friendly welcome as being an attempt to deal with the serious evils, moral and social, inevitable under a condition of affairs where boys and girls leave school and undergo long periods of waiting for something to turn up, in a state of maleficent idleness.

The general regulations provide that a centre for one sex only may be established if there are within a radius of five miles of it at least fifty "wholly unemployed" juveniles of that sex, each of whom has been out of work for a period of twelve consecutive working days. But here comes in a condition which looks rather like the proverbial fly in the proverbial ointment. Of those fifty, at least thirty-five must be claimants to unemployment benefit, and this unemployment benefit, as was pointed out just now, is available only to those who are at least sixteen years and thirty weeks old. It may turn out that the proviso can be complied with in more areas than at first view seems likely. But certain members of the Council are so dubious about it that they declare that, but for the clause that describes the scheme as experimental, they could not have accepted the report at all. They do so only with a reservation—and they record their view that the criteria for establishing centres are much too stringent to encourage, or even enable, authorities to set them up. They think that, if the rule that there must be thirty-five juvenile claimants for unemployment benefit be insisted on, the establishment of a centre in many areas will be an impossibility. The members who subscribe to this view are Sir Percy Jackson, Messrs. A. Conley, H. H. Elvin, W. Keen, and Miss J. Varley. There may be, of course, cogent considerations underlying the considered contrary view of the majority, but general opinion will be on the side of the dissident minority; for it would be a pity, if these centres for juveniles, doing such valuable work as they are, were hampered by such a restrictive condition. It is worth noting that a similar first report for Scotland, from a Council under the chairmanship of Lord Elgin, suggests no such limitation. There the proposed condition to be satisfied is that fifty wholly unemployed young people are likely to attend the proposed centre.

There are other points in the suggested regulations that invite criticism, but we feel inclined to forgive every blemish because both reports have recommended the substitution of Junior "Training" centres for Juvenile "Unemployment" centres.

EXAMINATIONS: AN INQUIRY.

At the World Conference on New Education, held at Elsinore, Denmark, in August, 1929, reports on examinations were submitted to the Examinations Inquiry Committee from twenty-two different countries. Some of these reports were the results of intensive studies carried out over a considerable period; others were in the nature of less formal inquiries; still others were statements based primarily on experience and observation. Practically unanimous dissatisfaction with the examination systems as conducted in their respective countries was expressed by the delegates, both in the Committee and in the public meetings held in connexion with the Conference. The following conclusions were reached:—

1. THE PRESENT SITUATION.

Existing examination systems seriously interfere with educational progress in many countries.

2. NEED FOR INQUIRY.

Careful, scientific inquiry into the examination system is necessary. We commend particularly the beginnings made in England by the New Education Fellowship in co-operation with teachers' organisations, and we urge the Executive Committee to bring together and make known the results of such inquiries throughout the world. The suggestion of Sir Michael Sadler that in England the Government or some corporation appoint a Commissioner for a term of years to inquire into the workings of the examination system would seem to be appropriate in principle for many if not all of the countries represented at this Conference.

3. TEACHERS AND EXAMINATIONS.

The positive educational contribution of the individual teacher needs to be carefully considered in any reform of the examination system, especially as affecting younger children. Modern school administrators recognise that improvement in education depends largely upon the increase in the number and influence of competent, resourceful, devoted teachers who understand the needs and abilities of children. Experience indicates that a rigid, mechanistic type of external examining and supervision interferes seriously with good teaching. As the responsible persons in closest contact with children and youth, the teachers should take an active part, both as individuals and in their corporate capacity, in examination procedure and reform, co-operating with other bodies in the community vitally concerned.

4. POSSIBLE SCOPE OF THE INQUIRIES.

With respect to the inquiries herein suggested, they should take into account: (1) a newer philosophy and method in education; (2) the expanding programme of publicly-supported education

in the various countries; (3) the changing curriculum; (4) the more recent developments in psychology, particularly available evidence on the emotional effects of the present examination system; (5) the practical experience in pioneer schools in different countries; (6) the scientific measurement movement with its efforts on behalf of new-type examinations, the proper and improper uses of "intelligence tests," achievement tests in skill and information, and devices for measuring other than academic qualities.

5. EXAMINATIONS AND THE ADOLESCENT PERIOD.

The nations are more and more tending towards protection and education of children and youth up to 18 years of age for all the population, rather than for a selected few. For this reason an examination should not be the determining factor in the question of providing further education for children and youth after the first five or six years of schooling or at any other period in adolescence. Instead, a normal progress into secondary education should be provided for all children, the determining factor as to the kind of education to be the needs and capacities of the individual and the requirements of society. The imposition of an examination by a university or any other institution upon pupils not proceeding to the institution concerned is to be deprecated.

6. ADMISSION TO UNIVERSITY STUDY.

As to examinations for entrance to universities and higher technical institutions, it will undoubtedly be necessary to devise more adequate methods of selection than we have now. University and other authorities should give careful consideration to the body of recent evidence indicating the unreliability, for determining intellectual fitness, of the traditional examination alone, and the desirability of taking into account other measures of the candidate's ability to profit by university study, such as the judgment of the teachers and the record of school work. Experiments that have been made in practically unrestricted admission to university study in several countries should also be examined for the light they may throw on the whole problem.

7. NEW SCHOOLS AND EXAMINATIONS.

Those interested in the New Education are especially concerned with the examination question, not because they necessarily object to adequate testing of their results, but because they recognise that a fixed examination system, based, as it almost inevitably is, upon a rigid older curriculum and method, discourages the effort on behalf of a new curriculum and a creative, spiritual, active, responsible approach which is the special contribution of the New Education and is the greatest single need of education to-day.

THE HALL-MARK.

By MARCELLA WHITAKER.

"Oh, I'm going to college in order to get the hall-mark," explained one student. In due course she was stamped with the precious hall-mark of training, certainly, but she also found that she gained much that she never expected to gain.

In the course of college training, even as at present arranged, one gains a new outlook on life, so that one leaves college a different person from the one who entered, and, as a rule, a better person. "It knocks the corners off you," someone explained. Perhaps it does. At any rate, it combats the rawness, the provincial or parochial point of view, and helps one more than anything else to become a unit in society.

That is the greatest advantage that communal life has to offer. If it could be arranged that every individual in every walk of life were obliged to spend a couple of years thus in some community, there would be less haziness about the meaning of civics, less mistaken notions about the relation of the individual to the community. Perhaps those who have lived sheltered lives as very important members of small families, or who have lived in isolated villages, gain most benefit in this way. The give and take of the life, the need to adapt oneself to one's surroundings, soon effect an enormous change in most girls.

Of course there are those who fail to benefit, who resolutely pursue their own course regardless of the rights of others. I well remember, for instance, those two young ladies who never went short of anything in the difficult rationing period during the war. They had healthy appetites and took all that appeared, so much so that such as I, who had the honour of sharing their table, had to eat porridge without sugar on countless occasions, and the table might easily have degenerated into a game of "grab." We tried hints, we expressed our disapproval in snubs, and even became outspoken on the matter, but nothing moved them. They belonged to the hippopotamus family and remained unmoved amidst social ostracism, a law to themselves. They were exceptions, however, and went their way, gaining the minimum benefit from their communal life, and leaving behind them a trail of hot, burning injustice. When others failed to obey the unwritten law that they were not the only personages in the land they were soon brought to a sense of shame, however. Who can bear with impunity the facing of the word "prig" upon their mirror, in soap letters? Who does not blush to be pilloried in the "Coll. Mag."?

Unless one is exceptionally thick-skinned or exceptionally able to rest firm on one's own belief in oneself, one is driven to do as others do, and to

recognise prejudices and "be a sport." In time one begins to realise that each person has a share in the well-being of the whole, and must work and play so that the college may gain the glory. This also drives home the fact that every one must share in the drudgery of life, that one can only attain one's desires by working or playing or conducting oneself in a way that will be of benefit to others, and that a purely self-centred attitude leads nowhere and defeats its own object. This is a hard lesson for many of us to learn, but it is my firm belief that nowhere can it be mastered so rapidly and easily as by living in a community.

There was Sallie, who "forgot" to carry her share of the burden when picnics were afoot, and consequently she was given a double share on all future expeditions! And Nellie, who would always spend half an hour in the bathroom and stay there right up to the last minute in the morning whilst a queue of late risers were impatiently awaiting their turn; was she not outwitted by united action, so that the enormity of her offence was brought home to her without words?

Oh, yes, college life broadens one's outlook, increases one's knowledge of human nature, and is death to selfishness and lack of consideration for others.

At the same time, one gets the opportunity of studying under ideal conditions, and one has plenty of time to let one's ideals grow. In the newer buildings the æsthetic side is cultivated by spacious rooms, good music, a few fine pictures, and well-arranged furniture and decorations. All this unconsciously trains the taste. One cannot realise how far this has taken place until one returns to an ordinary small crowded house, when the breathless feeling of lack of space is most uncomfortable for a time. If everyone had had the benefit of life under good conditions in large rooms not over furnished, surely more taste would be displayed in private houses, and essentials would be given first place.

I have not touched on the academic side at all, because to me that is far less important than the social side, and those who do not enter a residential college miss half the benefits and pleasures of the life even though they gain the valuable "hall-mark."

MARGARET ETHEL MACDONALD: by J. Ramsay MacDonald. (5s. Allen and Unwin.)

This re-issue of the Prime Minister's biography of his wife will be welcomed by all who knew her. It is a revealing book, telling us much of interest about the author himself although he keeps in the background and writes with a sedulous avoidance of the peril of mawkishness.

GEORGE LEIGH MALLORY, TEACHER.

[In the life of George Leigh Mallory, written by David Pye and published by the Oxford University Press, there is an excellent account of Mallory's experiences as a master at Charterhouse, from which we take the following passage:—]

"His ideal for education was a growth of the spirit, through freedom, into self-discipline, and the same process of evolution was what civilisation should bring about between nations. More and more he turned to education as the only instrument with which to build up a civilisation and to consolidate the ground gained by humanity. Education, more than anything else, could set man free from the worse part of himself; by education his imagination and sympathies were released from the narrow confines of personal interest to see with the eyes of other races and to feel for other men. Education could confer that habit of sifting evidence and of thinking hard and clearly, which alone makes a sane and unprejudiced judgment possible; it alone could focus feeling, where feeling was right and proper, upon injustice, greed, or carelessness, and prevent it from trespassing in the province of clear thought, clouding facts and realities with its red or rosy mists."

"I have imagined myself," he wrote, "to be confronted by the accusing finger of a father. 'I gave you a boy,' he seems to say, 'with the unspoilt beauties of boyish qualities. He wasn't exquisitely refined, nor was he a paragon of virtue, nor yet supremely talented. He was a decent little chap, truthful, honest, and persevering. He had a gay roguish way of fun, and his laughter was without malice or contempt. I hardly ever knew him short of a job. He was a creature of the open air, with an interest quick to be aroused. Books were not a great interest with him; but he knew how to consult them for information about birds or flowers, or whatever he was pursuing. In all a pleasant companion full of young curiosity, a healthy animal, a proper English boy. And to me how much more than that! For he had an open heart; open to me at least, and to his mother, so that we could easily know him.' . . . 'And what has school done for my boy?' he goes on to inquire. 'It is a different tale I have to tell now. My son is a capable athlete; he can take hard knocks and give them; he won't funk, and he knows it; he has any amount of what he would call "guts." I'm glad of that. And he has something that might pass at a pinch for manners—a method of light conversation, an assurance, an address. But of manners in the finer sense, the manners that "makyth man," he knows little enough. He may offer a glass of lemonade to a lady, and at best he may do it gracefully. But you are not to imagine that he puts others before self; he has never a serious thought about their feelings or their interests. He has no desire to look below

the surface of men's minds, no delicacy of approach, no more than a scant degree of modesty. Superficial and self-satisfied, he is disastrously ill-equipped for making the best of life. I cannot discover that he has acquired from any honest thinking the right to a single opinion, and yet he is more than sufficiently opinionated and easily contemptuous of any opposite view. He is no less mentally a coward than he is physically courageous, and as prejudiced as he is dependent. I find his whole scale of values petty and unenlightened; he judges by little forms and conventions without seeing to the heart of things; he will notice a man's tie and his socks without remarking that he is a liar; he will prefer him for being rich; and he will dub him eccentric if he is particularly in earnest. For literature, music, art, he cares nothing, and for nature little more. He seems to have no interest beyond cricket and a motor-bicycle, and no taste beyond the music-hall vulgarities. It would be difficult to find any one more readily bored. Nice things to say about one's own son! But I have tried to be just. Put him, you may say, in a responsible post and see how he will acquit himself. It would not perhaps be an ignoble performance; and that's so much to the good. But are you to take the credit? We can most of us rub along without making a mess of things; like others, I expect he will be able to muddle through; you haven't destroyed that capacity. But his education was to give him so much more. Perhaps I am partly to blame. But from the first I was helpless. When I gave him to you he was lost to me. I knew him no longer and couldn't know him. The open flower closed and its beauty was hid. In vain I attempted to follow him into the new and strange world. His lips indeed spoke, but his heart was closed from me and from his mother. We gave you youth with the bloom of childhood—you have rendered, not indeed man, but youth again with man's hard skin.'"

Chemistry.

A JUNIOR CHEMISTRY—THEORETICAL AND EXPERIMENTAL: by Frank Matthews, Ph.D., F.I.C. (2s. 6d. Longmans.)

This book covers the ground in chemistry preliminary to the year in which work is done more particularly for the General Schools Examination. It forms a satisfactory introductory course, and, as usual, has been written because the author, as a teacher, could not find a book to suit his own particular requirements.

T. S. P.

NEWS OF THE MONTH.

A Loss to Scholarship.

Classical learning has lost a valued worker by the death of Dr. E. A. Sonnenschein. When Mason College, Birmingham, in the early eighties added Greek and Latin to its curriculum, Sonnenschein was appointed to guide its classical department, and here for thirty-five years, 1883 to 1918, he laboured—the last eighteen as Professor in Birmingham University. He was one of the founders of the Classical Association.

The "Passing" of "Ahss."

The B.B.C. Advisory Committee on Spoken English have issued another list of recommendations. Those who speak South-Eastern English are quite uncertain whether "ass" should rhyme with "brass," to which they give the long *a*, or with "lass," which has the short one. The committee have decided that "ahss" shall go. About "off" the committee say: "Young students, in places like the University of London and the Royal Academy of Dramatic Art, definitely reject 'cawff,' 'crawss,' &c. . . but they are uncertain with regard to 'off.' Some say 'awff' and some say 'off.' The committee has decided to give 'off' the benefit of its blessing, and it is to be hoped that 'awff' has 'gawn' for ever."

New School at Canons Park.

The mansion at Canons Park, Little Stanmore, once the home of Sir Arthur du Cros, has been acquired by the North London Collegiate School for Girls. The first house was built early in the seventeenth century; another was erected by the Duke of Chandos, who died there in 1744. This was pulled down and a third was built, and this was once owned by Captain O'Kelly, who buried his racehorse Eclipse in the grounds. From 1718 to 1721 Handel was music master at Canons, and a Master of the Rolls. Sir Thomas Plumer also lived here, so the new school has some varied associations.

Oxford Locals.

Of the 10,115 candidates for the School Certificate of the Oxford Local Examinations, over 64 per cent. were successful. Over 2,000 who passed with credit in the written examination in French also passed the oral test. The corresponding numbers in German and Spanish were twelve each, and in Italian one. Of the 2,648 successful junior candidates, 312 of those who satisfied the examiners in the written French papers also passed the oral test. The corresponding number in German was one. The examination was held at over four hundred centres.

Compulsory Retirement.

The Glamorgan Education Committee have decided that all teachers who have reached the age of sixty and have rendered forty years' recognised service shall be compulsorily retired. Councillor Williams said that forty years was a sufficient time for any man to serve in a profession, and it was time elderly people should make way for younger persons with fresher ideas. Notices are to be given to the teachers affected by the resolution (which was passed by an overwhelming majority) on January 1 to terminate on March 31.

Italian Studies.

The first prize awarded on the result of the British Italian League's annual examination in Italian has been awarded to Patricia B. Turner, Cheltenham Ladies' College. It takes the form of a 500 lire ticket to be used on the Italian railways, offered by the Italian State Tourist Department. The second prize was won by B. A. B. Burrows, Eton College. In the elementary grade the joint prize was won by Ursula Beechcroft, St. George's School, San Remo; and M. B. Hutchinson, Eton College.

Classes for Bakers.

There were two new classes when the L.C.C. opened its evening institutes this session. Up to the present there has been hardly any provision for training young bakery hands. But now a start has been made in South-East London at the West Square Junior Technical Evening Institute, St. George's Road, and in North-West London at the Acland Institute, Fortess Road. The fees are nominal, and some students may be admitted free. For those showing exceptional ability there are exhibitions carrying free tuition and a grant of £3 a session.

The Bradford Strike.

School "strikes" are still taking place—they have been reported at East Ham, Bradford, and Winsford in Cheshire. The "strikers" in Bradford are from six to nine years of age. They object to going to Ryan Street School instead of Marshfield. Of the hundred children who were directed to change their school after the holidays only about thirty-five complied. The others are recalcitrant, as the parents object to "the children being moved about here and there like so many cases of goods."

Mr. R. A. Gordon Cane has been appointed head master of Kinmel School, Abergele, North Wales. Mr. Cane was for five years head of Saffron Walden Grammar School.

Mr. E. N. Tuck, the first head master of Chippenham Secondary School, has retired after filling the position for thirty years.

LITERARY SECTION.

BOOKS AND THE MAN.

Children as Naturalists.

Recently there has been a widespread demand for more attention to biology as a school subject. The demand is in harmony with the modern view of education as a process of enabling young people to understand their surroundings. Herbert Spencer was urging this view over fifty years ago, but it is only in later years that we have come to see that the biological sciences are as important in everyday life as are chemistry and physics. We no longer think of them as a soft option to be taken by girls in the form of botany, or as a pleasant form of recreation to be taken by young pupils under the designation of nature study. Nor do we regard them as exclusively worthy of the attention of those boys and girls who intend to become medical practitioners. It is now seen that Spencer was right in his main contention, although he was not always convincing in his arguments. Biology is beginning to take its proper place in the curriculum and timetables of our public schools, despite the lack of well-equipped teachers of the subject. This lack will not be met by a mere increase in the number of university graduates with honours degrees in biology. The range of knowledge in the subject is so vast that the student is compelled to specialise. But the teacher should be able to envisage the whole and avoid the riding of his own hobby overmuch. He will gain great help from the careful study of a valuable little book lately published by Glydendal, of Copenhagen, and obtainable through their British agents, Brentano's, Ltd., 31 Gower Street, London, W.C.1, for 5s. net. It is entitled "Nature Study in the School," and was written by Vilhelm Rasmussen in 1909. This translation is by G. G. Berry, who gives the author's message very clearly.

The core of this message may be found in the preface, where the author tells us that so long ago as 1890 he began to experiment with nature study in schools. After a few years he laid down as principles that "the pupil shall become an *observer* in the open, that he shall learn to note not only the structure of animals and plants—morphology—but also their mode of life—biology—and that *he shall understand these in their connexion*. Secondly when he has acquired a number of details, he shall learn to *arrange* them in a natural manner so as to obtain a comprehensive survey; and all this is to be done as far as possible *on his own initiative* and *with his own resources*. Each pupil is to become a naturalist on a small scale, a scientist if one will."

Here is a programme which goes far beyond the trivial nonsense which used to pass for nature study in the days when schoolrooms were littered with half-decayed vegetation in jam jars and by wild

creatures in cages. Our author provides a most informing chapter on "What Children Say about Education," embodying the results of a thorough and careful inquiry. The whole chapter is worth quoting, but one sample must serve. A boy of eleven writes:—"I don't like natural history because we have to examine so much, but sometimes can't see anything." Could any remark be more revealing? The remainder of the book contains many valuable hints on method, based on the author's own experience and alert-minded study of the reactions of his pupils. He is evidently a skilled and enthusiastic teacher, and I commend his work to all those who are desirous of saving themselves and their pupils from the boredom which comes of doing things in a routine and blind way.

SELIM MILES.

REVIEWS.

Education.

THE GROWTH OF REASON—A STUDY OF THE RÔLE OF VERBAL ACTIVITY IN THE GROWTH AND STRUCTURE OF THE HUMAN MIND: by Frank Lorimer. (10s. 6d. Kegan Paul.)

The title and sub-title of this book scarcely indicate the same entity. A study of the growth of what we call reason is one of the human activities that runs through the ages. "What we call reason"; on this Mr. Lorimer says: "Reason is thought controlled by explicit statement rather than by merely intuitive, sensory, motor, and visceral processes. To reason is, in the generic sense of the word, to syllogise, to state together." This definition rather tends to limit "reasoning" within processes akin to the syllogism. We find it too narrow a definition. It has the advantage, however, of bringing in the great argument of the sub-title, which is another (not the same) subject of the human inquiry: whether "reasoning" is thought possible or practicable without words. Do we, or can we (as we sometimes claim) really think without words?

Mr. Lorimer's inquiry is in the human field, though he turns to apes and doves in the course of his search. His main method is worked through our (and his) observations of children just beginning to use speech. He does not hammer out very completely the "thinking with or without words" thesis. Some readers, expecting an account of the growth of reason, and another group, expecting an explication of "thought without words," will be equally half-satisfied.

However, these are but expectations arising from the title and sub-title. The study is in itself, apart from its name; and the last chapter, "Logic in Society," is of practical value to the teacher and to the intelligent citizen.

R. J.

History.

MAN AND CIVILISATION—AN INQUIRY INTO THE BASES OF CONTEMPORARY LIFE: by John Storck. (15s. Constable.)

The long lists of references of allusion or quotation at the ends of the chapters of this work indicate its wide sweep and its necessary character of "bits of many things." Bertrand and Dora Russell, Anatole France, Hamlet, Swift, Samuel Butler, Graham Wallas, Binet, Adler, Jung, Tyndall, Exodus, Maupassant, Clive Bell, Poincaré (Henri), Roger Fry, "A Winter's Tale"—everybody and everything seem to come in. We start with the cell and we work through adolescence to maturity. We have the social complexes, routines, language, opinion, the family, economic life, art, science, and religion. Man and his Civilisation!

The object of the book, we are told, is "to enable the ordinary educated reader to realise his place in the scheme of things." If he is not already educated in some of the many theses of this book, he may become appalled and oppressed. If he is, he may want a fuller treatment of some of these many branches of inquiry. We have some sympathy with the "friend" who read this sentence: "Sentiments are heavily coated with the feeling of value, and what after all is more valuable than values?" (page 109). The friend said: "This is terrible." There was a lady once who would say: "I always think that snow looks so *white* and so *cold*. Don't you think so?" Indeed we do. R. J.

BRITISH HISTORY—A SURVEY OF THE HISTORY OF ALL THE BRITISH PEOPLES: by Ramsay Muir. (7s. 6d. Philip.)

This is a fat volume of over eight hundred pages, good value for its price in bulk and in quality. Professor Muir and his publishers are at a little pains to insist that this is not an abridgment of the author's "British Commonwealth"—a work of double the size—but an independent work, a text-book for the higher forms of schools. It is distinctly but not aggressively a text-book, with the periods marked out, the roads and paths made clear, with over fifty maps and plans, a chronological summary, genealogical tables, and a good index of nearly ninety columns. It is issued, not only in one volume, but also in four, ending at the years 1485, 1714, 1815, 1929. These are again subdivided so as to give ten sections in all—to 1215, 1485, 1603, 1688, 1714, 1783, 1815, 1880, 1914, 1929. Few will quarrel with the choice of periods.

The text, of course, is readable, and more than readable. It has sufficient of the personal note.

If one must pick a bone, only small bones are available. Here is one, "A History of all the British Peoples" would of necessity include the

whole history of the United States, even if but in outline. Professor Muir has given us about the usual proportions (usual in modern histories) of history as seen from London, Edinburgh, Dublin, Belfast, New York, Quebec, Cape Town, Calcutta, Sydney, and Wellington. The predominant partner is still rather too predominant. On the other hand, he has done very well in the matter of interweaving social with political history; and we do not see how he could have provided all that a school text-book must contain about "English" history, and yet have room for an account of "all the British Peoples" according to their deserts. He must supply the teachers' demands, and they the examiners'. The type of "questions likely to be set" controls alike the writer, publisher, teacher, and pupil.

R. J.

Scripture.

THE PROPHETS OF ISRAEL: by A. W. F. Blunt, B.D. (2s. 6d. Clarendon Press.)

"The chief value of the Old Testament is the story which we can read out of it of the way in which the Hebrew religion developed and made preparation for Christ. In that development the prophets were the chief figures." And yet so often the meaning of the prophets is so difficult to understand, when, for example, a chapter from one of their writings is read apart from its historical background. "We cannot study the prophets properly without more guidance than the mere Bible text will give us," and this book has been written to provide that guidance. In just over one hundred pages the author has skilfully managed to draw a portrait of each of the prophets and to state his teaching in correct relation to his position in Hebrew history. The book is well written, and should help "teachers in secondary and public schools or in Bible classes" as well as the general reader. It may be strongly recommended. R. O.

Applied Mathematics.

- (1) **THE PRINCIPLES OF MECHANICS:** by H. C. Plummer, M.A., F.R.S. (15s. Bell.)
- (2) **MECHANICS AND APPLIED MATHEMATICS:** by W. D. Hills, B.Sc. (Parts I and II together, 8s. 6d. Univ. of London Press.)
- (3) **THE ELEMENTS OF MECHANICS:** by W. D. Hills, B.Sc. (2s. 9d. Univ. of London Press.)
- (4) **EXPERIMENTAL HYDROSTATICS AND MECHANICS:** by E. Nightingale, M.Sc. (4s. 6d. Bell.)
- (5) **EXAMPLES IN APPLIED MATHEMATICS:** by R. O. Street, M.A., M.Sc. (4s. Methuen.)

Mechanics may be defined as "the science which treats of the laws of motion and force." Such a science possesses many methods of approach, but there are two main methods, the theoretical and the experimental. Several books have recently been

(Continued on page 356.)

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published on this subject, and these may be conveniently grouped together for the purpose of a review. Although differing widely both in standard and in outlook, they nevertheless afford a good illustration of the fact that the same truth may be reached by varying paths, and that different types of people require different methods of approach to the same problem.

(1) Prof. Plummer's work is an introductory treatise on mechanics—indeed, its sub-title is "An Elementary Course"—but it is definitely intended for the use of those who will ultimately proceed further into the higher parts of the subject; the method of approach is along such lines, and is entirely theoretical. The first part of the book is devoted to kinematics and deals with velocities and accelerations; then come two parts on the dynamics of translation and statics, while a brief introduction to rigid dynamics follows. The last chapter is given up to the consideration of some of the chief problems of elasticity, such as stresses and strains, torsion, bending of rods, &c. There are a large number of examples, both those worked out in the text and others provided for the use of students. "Few of them will be found to be of the numerical type," because "the art of computation is far too important to be cultivated by casual application to examples such as these," which "are designed to exercise the student in giving a mathematical form to mechanical ideas." This book is a serious contribution to the teaching of mechanics, and is likely to remain in use for many years.

(2) This is the second edition of Mr. Hills's book, which was reviewed in these columns when it first appeared. Two short new chapters, on elastic impact and circular motion, have been added, and they appear to be quite satisfactory. The two parts may now be obtained bound up together in one volume.

(3) Mr. Hills has also written a more elementary book which "gives, with as little mathematics as possible, a general account of the ideas of motion, force, and mass." It is a good little book which should prove suitable for beginners in the subject. A pleasing feature is the use of very artistic drawings above the various chapter headings. These drawings have reference to the subject matter which follows and are most attractive. The concluding chapter on "Time and its Measurement" is an addition to the material usually met with in a book of this kind, and is decidedly interesting.

(4) Mr. Nightingale deals with the subject up to School Certificate standard very largely from the experimental side, although he manages to find space for many interesting historical anecdotes which are not generally known. He writes in an attractive style which should commend itself to boys, and the book is plentifully illustrated. It seems unfortunate that, in a book of some 230 pages on mechanics,

the distinction between mass and weight should not be drawn until page 208, but the author has evidently done this quite deliberately. Also it is not possible to obtain results of any accuracy when the acceleration of a Fletcher's trolley is measured by the method given here. This is really rather a difficult experiment to perform satisfactorily, and it is doubtful whether it is suitable for boys of this standard.

(5) The examples in applied mathematics which Mr. Street has gathered together have mostly been taken from questions set in Liverpool University examinations, although some are from other sources. They are approximately of the standard of the Intermediate Examination, and should prove useful both to teachers and students. The compiler has drawn up a table defining exactly what is meant by the various terms used, e.g., *string*, *rod*, *rough surface*, &c., and by this means any ambiguity can be avoided. This is very sensible, and may well be adopted by other writers.

R. S. M.

Chemistry.

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As mentioned in the review of another book, some of the exercises are of such an advanced character that they would be better left till the student is at the university, and the time thus saved spent in obtaining a broader training.

T. S. P.

Physics.

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(Continued on page 358.)

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THE
EDUCATION & OUTLOOK
AND EDUCATIONAL TIMES

NOVEMBER, 1929.

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 Cost.

It begins to be clear that the raising of the school age to fifteen is not to be accomplished without great difficulty. Almost everybody agrees that the step ought to be taken, in view of the increased demand which modern civilisation makes upon the intelligence and resources of information of our citizens. But the question of cost cannot be ignored. Already the Government is pledged to a very great extension of social services, including the provision of pensions for widows. It is difficult to see how the cost of a great increase in our outlay on schools is to be met in any Budget of the near future. Even when it is remembered that the withdrawal of half-a-million fourteen-year-olds from the labour market will bring about some saving in unemployment pay there will still be a heavy net charge upon the national funds. That is not to say it will be too heavy, provided always that the money is well expended.

The Paternal State.

Few seem to consider the probable effect of these extensions of social service upon the spirit of the ordinary citizen. Already in our schools there are thousands of children who receive free instruction, free medical care, free meals, and sometimes free clothing. Neither the children nor their parents ever consider the true sources of these gifts. They ascribe them to a mysterious entity which they call "the Government." The youngsters grow up in the belief that the Government—which means the community at large—is under some obligation to provide for them. Fortunately there still remains enough of the old and traditional spirit of independence to induce the vast majority to stand on their own feet. But a growing minority is demanding "work or maintenance." The slogan is thus worded, but the order of preference is often reversed, with the result that we have many households in which the breadwinner has never learned a trade nor held a job for any length of time.

Enforced Bounty.

What has been said should not be misunderstood as meaning that the community owes nothing to its weaker members. The State, as an organisation, should exist mainly for the purpose of securing the just treatment of every one of its citizens. None should be oppressed or denied the opportunity of making the most of whatever talent he may have. Even where opportunity is neglected or talent misused, we must be charitable and take steps to alleviate misery. But these obligations of the State need not be carried out in a wholesale and haphazard fashion tending to discourage effort by removing the need for it. Every beneficiary of the social services should understand that he is drawing from the common stock. He should be taught that he has no inherent right to the benefit save in so far as he is willing and ready to play the part of a good citizen.

Grants for Schooling.

The foregoing considerations should lead us to revise our present methods of giving State aid for education. As things are, the parent who sends his children to a public elementary school must perforce accept the full measure of State bounty in education whether he needs it all or not. In some districts the same rule applies in regard to secondary schools. Many people would be strongly opposed to removing children at an early age from the care of their parents and placing them in charge of State officials. Yet we seem to be adopting some such policy. A better plan would be to grant aid to individual parents to an amount measured by the acknowledged interest of the State in the proper training of future citizens. This aid should be supplemented either by the parent or, in cases of proved need, by the community and by philanthropic effort. The responsibility of the human parent is not biological only, and education suffers if it is not a matter of constant interest to fathers and mothers as well as to officials and teachers.

Building Grants.

It is announced that the Board are prepared to pay increased grants towards the cost of school buildings. These grants will be available only for provided schools and will be of little direct help in dealing with the "black list" schools which have been condemned as unfit for use. For the most part these places are owned by religious denominations. It is to be doubted whether building grants are advisable. It would be wiser to provide higher grants for the running of schools and so release local resources for the purpose of building. Local Authorities are often disposed to take pride in school buildings, and of late there has been great advance in school architecture, especially in certain areas where local interest has been aroused. The schools are a visible return for the rates and an asset to the district, whereas the advantages of education itself are not recognised. The State grants should go mainly towards the salaries of teachers and the provision of books, leaving the cost of buildings and their upkeep as local charges. In this way we should remove the difficulties brought about by the reluctance of rate-payers to pay adequate salaries to teachers or to provide a supply of straw for the bricks which the teacher is expected to make.

Education in India.

The report of the sub-commission which has investigated educational conditions in India is full of interest. It gives a picture of the difficulties which attend the effort to develop a system of compulsory schooling in the vast and diversified mass of the Indian peoples. Apparently the effort has not been entirely well-directed, for the report says bluntly that: "Throughout the whole educational system there is waste and ineffectiveness. In the primary system the waste is appalling." Concerning secondary education there is a comment which might be applied nearer home, for we are told that "the whole system of secondary education is dominated by the idea that every boy who enters a secondary school should prepare himself for the university." The education of girls is obstructed by the practice of early marriage. The census of 1921 showed that $8\frac{1}{2}$ million girls under 15 were wives, and of these nearly $2\frac{1}{4}$ millions were under 10 years of age. The number of children attending school shows an increase, but the number making real progress is disappointing. The committee hold that the primary system should produce ability to read and write and the capacity to exercise an intelligent vote. These requirements are scarcely fulfilled at home, even after half a century of popular schooling, free from vernacular difficulties, the handicaps of a rigid caste system, and other obstacles to be found in India.

The Value of "Literacy."

In the Indian Report it seems to be taken for granted that popular education or universal schooling must result in what is called "literacy," that is, the ability to read and write. Our own system has been dominated by the same idea of the "three R's." Yet it may be doubted whether an early induction into these elements is really the best kind of education. Dogberry was in error when he said that "to write and read comes by nature," but it is probable that both would come with less labour if we deferred the formal teaching of them and stressed manual activities in the early stages of learning. Such activities might be so ordered as to instil much valuable knowledge which is now neglected. Not more than a small proportion of those in any social grade are zealous readers or ready writers, and it is in no way remarkable that magistrates occasionally find that a young fellow on the witness stand cannot read the words of the oath correctly. He is out of practice, having been busied over other and, to him at any rate, more important matters. Universal literacy is a desirable thing, no doubt, but it is not a complete justification for universal compulsory schooling. It is an aim which will probably be accomplished most speedily and with the most permanent effect if we approach it indirectly.

"Shawperiority."

Mr. Bernard Shaw is a playwright of quality, but as an actor on the world's stage he is over-fond of the limelight. His favourite "turn" is to stand on his head and waggle his feet derisively at some object of general regard. One of the latest of these over-familiar exhibitions was staged in Exeter, whither Mr. Shaw had been induced to go to open a hostel for students. He told his audience that if they had asked him to open a school he would have closed it instead, throwing the key away. The laughter having subsided, the gratified orator went on to say that he desired the complete abolition of Oxford and Cambridge. Much as he liked the beauty of their ancient buildings he would tear them down and strew their sites with salt. Apart from the hope of exciting attention the reason for his dislike is not clear. He said that he had known some products of the old universities and apparently he does not admire them. But he expressed his belief in the value of hostel life, ignoring the fact that the colleges in Oxford and Cambridge are hostels and little more. Doubtless they suffer from the fact that they never had Mr. Shaw in residence, and it may be that he suffers too, although he will never admit it.

SOME MEMORIES OF A SCHOOL INSPECTOR.

By J. REEVES.

I. Schools and Managers.

To one brought up in a liberal atmosphere the visits paid to rural schools during the last few years of the nineteenth century disclosed certain painfully interesting features. As I drove from the station to the school many of the villagers "bobbed" to me, or rather to the conveyance, which was usually a closed one, so that I was unrecognisable if not invisible. Some of the schoolmistresses curtsied and some masters were unpleasantly obsequious.

The school buildings were in most cases very poor. One was a barn, converted into a school-room chiefly by the application of a thick coat of whitewash, and some others were little better. In appearance the rooms were at their best at the annual examination, of which notice had, of course, been given. But the ugliness of the rooms, with their bare walls, their meagre, old-fashioned, and often dilapidated furniture, and general insufficiency of equipment could not be concealed. It was not, however, until visits without notice began, about 1898, that the normal poverty, dirt, and untidiness (due in part to the lack of sufficient cupboard accommodation) and other forms of inadequacy were fully revealed. Sometimes a bit of chalk and a serviceable pen-nib were difficult to obtain (at this time, in many schools, the children wrote entirely on slates). The unkemptness of the children was often conspicuous. On the other hand there were a few schools of a more recent type, built chiefly by the School Boards since 1870. Here, encouraged by better initial conditions and equipment, the idea of "the school beautiful" was arising; and the eye—so often offended by roughness and meanness—was refreshed by a cloth and a glass of flowers on the head teacher's table or desk, a fair show of pictures and illustrations on the walls, and the sight of children who were clean and tidy.

For some years the chief part of my work was concerned with the old drawing examinations. These were of no special interest. The school correspondent usually met me at the school, but soon afterwards disappeared, and a rather dreary time of waiting and watching ensued. The children's drawings were then collected, packed in a canvas bag, and left at the nearest post office to be forwarded to South Kensington.

As the papers were examined at the office by a staff of experts, working to uniform standard, the results were doubtless dependable. These results, as recorded in an annual blue book, showed one remarkable feature—namely, the lowness of the summary mark awarded to most of the London

schools; and, by counting up the marks for all English districts for a particular year, it was found that every district except one had secured a better result than the metropolis. The best marks commonly fell to the more northerly towns, though a few other towns and a few counties did well.

Most of the schools I visited were Church schools in country villages, and the examination was often followed by lunch at the rectory or vicarage. The bodily fare was usually excellent, though occasionally the enjoyment of it was marred by an awkward incident, as, for example, when a clergyman, on bringing me into his house, was soundly rated by his wife, in my presence, for asking me to lunch when spring cleaning was going on.

Of mental fare, on the other hand, there was disappointingly little. Many of the clergymen were men of somnolent type, and took little or no interest in general intellectual and social matters. Their wives and daughters often talked brightly of many things, in a superficial way, not infrequently referring to the "Godless Board Schools," and to the stupidity of trying to educate children who would soon become farm labourers and domestic drudges.

Occasionally the luncheon was enlivened by a clergyman of another kind. One very earnest man was possessed of a restless energy which prevented him from sitting down at the table. While he made feverish attacks on the joint, or between his occasional mouthfuls, he poured forth, as he pranced about pugnaciously, streams, or rather veritable cataracts, of pious verbiage concerning the carelessness, foolishness, and wickedness of people in general.

A more tragic note was sounded in one case, when a dear old rector took me into his study and told how he had lost no less than three head mistresses through the determined amativeness of the local squire. A new head mistress, of a very superior type, had just been appointed, and she was provided with rooms at the rectory, so that she might be afforded some measure of protection from this great, if not perfect, lover. The manager of this school, as early as 1899, had been greatly impressed by the improvement in dress and general appearance of women teachers which had taken place since he became a country clergyman; and he concluded his remarks on the subject by exclaiming, "And now you can hardly tell them from ladies!" If he still lives it would be interesting to hear his remarks on the same topic to-day.

Here and there the schools and the children were cared for in a benevolent way by a lay manager.

Of these, the most interesting I have known was Miss Charlotte Yonge, the well known writer. She stayed at the school during the examination, then showed me her conservatory and garden (she was much interested in botany, as I was), and at luncheon chatted delightfully about her plants, the school, and the scholars.

The only other eminent woman whose connexion with schools I can recall was Mrs. Barclay, the author of "The Rosary" and other books. She was the wife of a country vicar. At the Vicarage the most notable, and rather incongruous, feature was a large collection of lethal weapons, chiefly swords and daggers, which were strikingly laid out, in radial fashion, on a great drawing-room table.

Of the few great landed proprietors who were sufficiently interested in the elementary education of the children on their estates to visit the schools, the most famous in any district in which I was located was Lord Rosebery. I was not fortunate enough to meet him, but the mistress told me that he paid fairly frequent visits to the school, when he was at his Buckinghamshire home, and talked delightfully to the children about books, history, and other things.

The improvement in the general bearing and conduct of the people since the spread of education that followed the Act of 1870 was a frequent subject of remark by older and more interested school managers. But even at the close of the last century, a few rural head mistresses tearfully complained to me that they had been struck, and even kicked, by older boys. Later still in a large outlying village two mistresses had to resign owing to the roughness of the boys, who in some cases were apparently encouraged by rough parents. The appointment of a man who possessed considerable strength, both physical and mental, soon put an end to the worst features, the new era being inaugurated by certain strong measures, which included the knocking down of a man who, in a half-drunken condition, paid an early visit to the schoolhouse with evident intent to ridicule and intimidate the new schoolmaster.

Along with the improvement of the schools the attitude towards popular education of clerical and other managers improved. The tendency to regard the education of the poorer classes as a sort of joke—if not, on the other hand, as a tragedy—slowly waned. When I left one county in 1899, after five years' work there, I had met only one clergyman, a young curate, who seemed to be interested in the full enlightenment of the people. But when I left another county in 1922 I could have named at least half a dozen, two of them being enthusiastic educationists; and it was evident that one of them, who invited me to give an educational paper at his ruridecanal conference, was carrying many of the people of the village with him.

FOR THE MAIMED.

A THOUGHT FOR ARMISTICE DAY.

BY GILBERT PASS.

(To-day, more than fifteen years after the outbreak of war, there are still in our Hospitals over fifteen thousand men from all parts of our Empire so hopelessly injured in mind or body that their only hope of relief is Death.—From a newspaper report.)

*Lord, for the maimed we offer prayer to Thee,
For thousands who as years have passed
them by*

*With tortured minds and twisted bodies sigh
For that relief from War's fell legacy
Which comes to them alone by Death's
deeree.*

*Grant that their souls may suffering defy
And comfort know and patience fortify
Through the example of Gethsemane.
Grant unto us the pardon that we need
That through our imperfections we allow
Such things to be. Teach us the better way
Our difference to resolve, and ever lead
To gentler paths of Peace, and make us vow
Thy children ne'er again such price shall
pay.*

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

November, 1849.—*The Ideal Nursemaid.*

..... "We desire in our nurses the piety that can love and reverence the child, and regards no action as insignificant—all duties, even the highest, as bearing on the sum, on which depends the infinite account; in morals, we would have them as enlightened as pure; in manners, free from vulgarity, at least; and their mental powers should be of the sound and sober kind, which can put our children in the way of observing and examining for themselves. If to these qualifications we add a seemly appearance in person and dress, and accuracy of language, and combine all this with a position accounted menial, an income insufficient to provide a competence for age, and duties that demand almost absolute seclusion and unceasing application; who does not see that the subordinate educator of the nursery fills a position so singular as to deserve attention; so difficult as to inspire commiseration and invite assistance."

LETTERS FROM A YOUNG HEAD MASTER.

X. We Start Again.

My dear H.—I am not dead, nor did I go so far away for my holiday that I forgot the way back. I have simply been restarting my school.

H'm! I can hear you grunt: nothing so very difficult about that. No, perhaps not for you; but then you have been a head master for so long that I feel sure you have almost forgotten you were ever anything else. Head-mastering, I expect, has practically become a reflex action with you. But I am only an infant at the job, twelve months old, and still cutting my teeth.

Did you, in the initial stages of your career as a head master, ever find it necessary to think hard about yourself? (I don't mean to be rude; of course you did, and you still do; otherwise you wouldn't be you.) Well, that's what I've been up against, and that's why you haven't had a letter for so long.

When I say I've been thinking about myself, I don't mean in a personal sense. I've been trying to dissociate myself from that quite sincere, fairly steady-going and hard-working person known as G. S., and to focus my thoughts upon that impersonal abstraction, the head master of the G. School (curious the initials should coincide, isn't it?).

I started off with the question "What is he doing there?" and, being able to discover no satisfactory answer, switched quickly off on to another: "Why is he doing it?" I leave you to resolve the apparent futility of my thought processes; I'm not going to try to explain it, or even to explain it away. I'm simply going to tell you what happened.

I found myself after a while busily covering sheets of paper with quite illegible handwriting. (You remember the wonderful longhand-shorthand I've evolved in order to be able to write quickly; you always said the contractions must take longer to recall than it would to write the whole word.) Those sheets represented my first frantic efforts to state what I thought I was doing (for I soon got back to that question) and why I thought I was doing it.

Of course I destroyed most of those sheets, but the upshot of the matter was that, as a result of some weeks of mental outpouring, I came to two conclusions: first, that most of what I was doing was probably right in spirit, but was certainly wrong in detail; and, second, that it was about time I really set out to do something in some approach to an efficient style and with some definite purpose.

So again I fell to covering sheets of paper with contracted handwriting, and, again, most of the sheets I destroyed. (It's so darned easy to be destructive, but it's a mighty job to be constructive. I could put down any number of things I didn't

want to do, and I had to put them all down so as to be sure of the few things I did want to do.)

I started with the environment. There was my school, and there, grouped round it, were the homes from which my boys came, and in them, yes, *in* them, were the boys themselves. It's no good, I thought to myself, blinking the fact that these boys do spend the majority of the twenty-four hours in those homes.

That settled, there came the question: "What do these boys, in their homes, want from the school?" On top of that came immediately two others: "Are they getting it?" (and the answer was "No") and "Is it right that they should get it?" (and again the answer was "No"). But there was a good deal of "Yes," I found, mixed up with those two "No's," and so I set to work to disentangle the affirmative from the negative.

Have I succeeded? Heaven forbid that I should be so presumptuous as to suggest that I have, but I do feel that I've cleared my mind of a certain amount of haze. I don't pretend that I've found a solution, or anything approaching a solution, to the further question: "Do we allow these boys to evolve themselves, assisting at the process with our advice and assistance, or do we, bearing in mind their heredity and their environment, impose upon them the training we think fittest for them?" No; that question requires generations of thought, and team upon team of research workers, but I am become convinced that a two-fold answer of some sort is required, and that that answer is not of the either . . . or type, but of the both . . . and. We must assist at evolution, but we must also impose training. And on the basis of that conclusion (a tentative one) I drew up my plan of campaign.

Of course, there were other minor complications. Quite a surprisingly large number of children seemed to want to join the school, in spite of all my errors and mistakes during the first year. (Yes, they did all want to come; I asked them. I liked the little chap who said quite frankly he didn't know why he wanted to come, and that he didn't know anything about us, but he wanted to come, and he was quite prepared to risk us whatever we were like. That's the spirit of true adventure.)

No; my new class-rooms are not yet ready for occupation, and the furniture I ordered has not yet arrived. But what does it matter? I've got a new light on the job; and thanks to the few preparations I was able to make, and the cleanings-up I was able to do as the result of that new light, so, I believe, have some of the boys.

Ever yours sincerely,

G. S.

“PUGGY”: A CLASSROOM SKETCH.

By J. W. S. NELSON.

How Puggy came by his nickname I have never been able to make out. Hair of his particular shade usually earns for its owner some such popular alias as “Carrots” or “Ginger,” but these had probably already been appropriated by other fiery-headed individuals when “Puggy” Lawton first entered our school.

Not by any stretch of the imagination could he be called good-looking—his features are moulded on too generous lines—and yet there is something attractive about his big blue eyes, especially when the lesson happens to be one that takes his fancy, such as, say, the story of Sir Francis Drake. Asked in a recent composition exercise to say in which period of our history he would like to have lived, he plumped for the spacious days of Good Queen Bess, painting in glowing colours the glorious time he would have had as a member of Drake’s crew, attacking and sinking “Spanish galleons like anythink,” and contrasting those exciting times with the tameness of present-day experiences.

Puggy had a great time on our trip to New Brighton one day last summer. It was the first time in his life he had ever been on a boat, “barrin’ one o’ them big swing boats at th’ wakes.” What adventures, real and imaginary, he managed to pack into that one day? If only the clock could have been put back a few hundred years—if, instead of merely ferrying across the Mersey, we were just off to the Spanish Main!—if the great liner lying in mid-channel were only a foreign treasure-ship!

He had a thousand and one questions to ask about the various craft, the docks, the landing-stage, and finally the New Brighton pier. A problem which had been agitating him ever since we left the landing-stage at Liverpool, namely, how he had managed to slip on board so easily without paying, was solved as we passed through the turnstile. Then followed a discussion as to means of evading payment of the toll, but as this could apparently be managed only by vaulting over the pier rail and climbing down the standards, Puggy disposed of the suggestion by asking: “Yis, an’ ’ow about gerrin’ back?”

After a crowded hour or two of glorious life on the sands, he was firmly convinced that this was the ideal spot to live in, though he didn’t think much of Liverpool—it was too dear. Asked what had given him this impression, he informed me that as we came through the town he had seen a gentleman’s tie in a shop-window, marked 7s. 6d., and he knew a shop near his home where you could get one for 6½d. (Thus are we sometimes convinced by the evidence of eye-witnesses.)

Several little crabs which he had put in his pocket, with the intention of dieting them on salt

and water when he got home, were found to have given up the ghost, when they were brought out for inspection in the train later in the day. No doubt the “rock,” which he had purchased out of his meagre funds for the less fortunate members of his family, lost nothing in flavour through being carried home in the same pocket.

* * * * *

One direction in which Puggy easily outstrips all rivals is in the strength of his voice. (I believe he holds the record among those of my pupils who are “paper-boys” for the sale of Football Editions.) During the singing lesson you can always tell without looking his way whether he is doing his bit. Our choral efforts are much pleasanter to listen to when he is *not* doing his bit.

Another direction in which his efforts leave a great deal to be desired is his book-work. As is usual with the more volatile spirits, this is invariably slovenly and untidy. Just now he has a craze for illustrating his written answers. The other day he submitted an essay on “Cleanliness,” which he had illustrated by a series of crude sketches in pairs. The first pair represented the body, the one dotted all over and labelled: “BEFORE—Pores stopt up with dirt”; its fellow, without spot or blemish, labelled: “AFTER.” “Before” and “After” views of the teeth were also shown, the first very heavily shaded. His finest effort, however, depicted a head whose owner had neglected to wash it, showing “varmint,” as he termed them, sporting in a mass of tousled hair.

I am revising my opinion regarding Puggy’s future. I had thought that his magnificent lung power, his academic qualifications, and his oft-repeated assertion that he does not intend working for a boss all his life, foreshadowed a useful career for him as a hawker of fish or greengrocery; but this last effort of his indicates latent talent, which only needs developing to assure him a brilliant future as advertising manager to a firm of soap makers.

English.

A FIRST COURSE IN PRÉCIS WRITING: by T. W. Moles, B.A., B.Sc. (2s. Murray.)

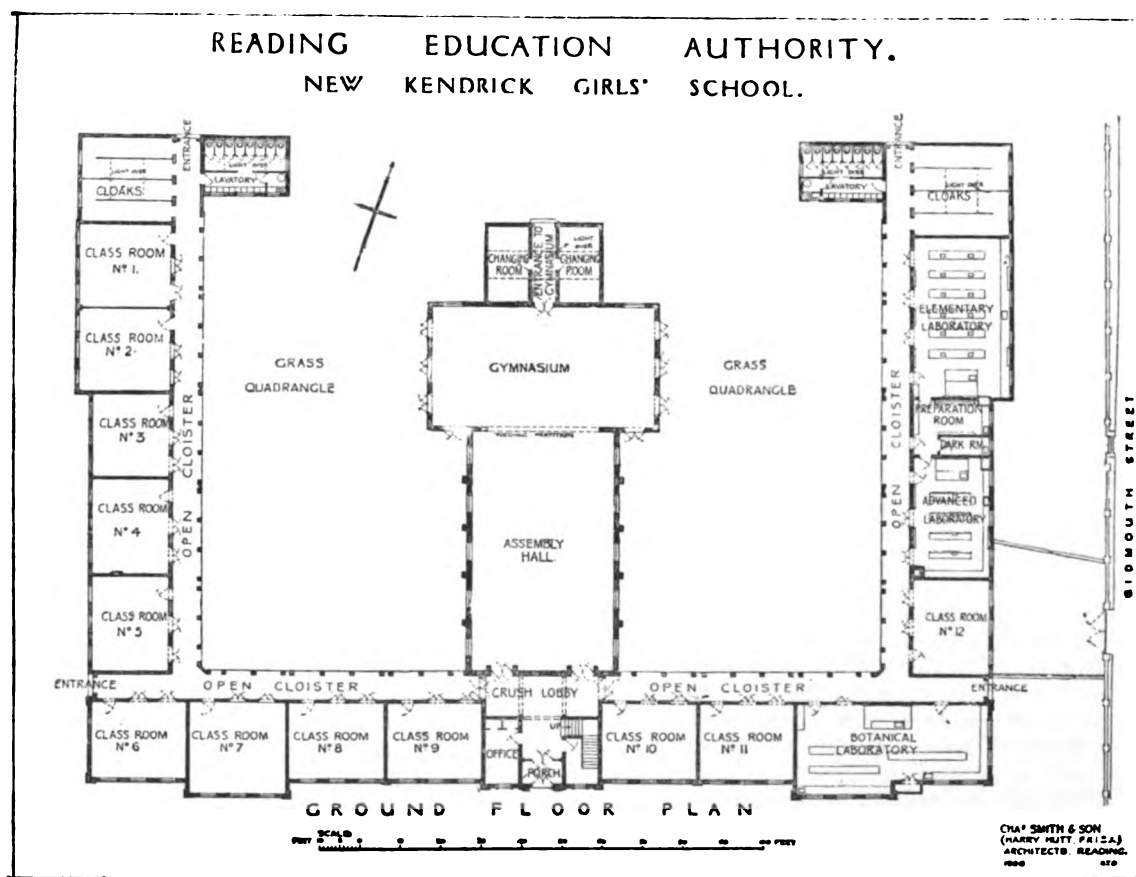
This book can be safely recommended as a good first course for schools in this subject.

The hints and instructions are adequate and well put, and there is a large number of well chosen and well graded exercises for practice.

MODERN SCHOOLING

A SCHOOL OF TO-DAY.

By kind permission of Messrs. Batsford we are able to print the accompanying plan of a school in Reading. The plan, with many others of interest, appears in the new edition of Sir Felix Clay's book "Modern School Buildings."



It will be noted that the rooms are arranged round two grass quadrangles and connected by a covered way or cloister. This permits of free access of air and light. The southerly aspect of the school ensures as much sunlight as our climate permits, and the placing of the Assembly Hall and Gymnasium is very convenient.

PROBLEMS OF SCHOOL PUNISHMENT.

By J. CONWAY MORRIS, LL.M.

The theory of punishment, as such, in relation to the schoolboy is a subject of perennial interest.

Both schoolmaster and parent, who are primarily concerned, find in this all-absorbing problem a common ground upon which to express their concurrence or displeasure in a system which, rightly or wrongly, is accepted as an axiom in the curriculum of study at most schools.

Whether corporal punishment as an institutional device to correct recalcitrant students under a given age, is sound from a psychological point of view or not, is a question which concerns every right-thinking man and woman be he or she schoolmaster, parent, "educationist," psychologist, or other person interested in the welfare of the future generation.

It would appear that the problem has, too often, been approached by a consideration of the principles of punishment as applicable or in relation to society at large. Organised society takes good care to look after itself. A conflict of interest between society and the individual must be composed, whether the interest is apparent and superficial or real and fundamental. Punishment destroys the interest—society is satisfied, the wrongdoer, in theory, restored to his *status in quo*.

Every offence, as Locke has it, must be made an "ill bargain to the offender." The ultimate goal of the criminal law is, to quote the words of a brilliant jurist, "to make the evildoer an example and a warning to all that are likeminded with him."

Punishment is based on the assumption that, in the majority of cases, it will deter. But whether the purposes so served by criminal justice are deterrent, or whether, as some allege, reformatory, preventive or retributive, the fact seems clear that these same purposes bear a strong analogy and can be reconciled with the purposes served in administering corporal punishment to the refractory schoolboy. Is this theory justified? Does corporal punishment deter the obstinate youngster? Based on fear, we venture to suggest that in the majority of cases the deterrent effect is of little value. No schoolboy with a healthy mind will be cowed into submission through the fear of being caned.

Surely the theory of corporal punishment in relation to the schoolboy is a relative one depending on the character and personality of master and boy? If a schoolmaster possesses character and personality it seems not unreasonable to suppose that he can, and will, keep order. If he cannot, then, however distinguished he may be, he fails to discharge an important part of his duties. And so with the boy. If he is made, through the personality of his master, to appreciate the niceties of discipline, he will soon discover the value of it.

This, it will be said, is an ideal state of affairs, and, where it exists, the problem of corporal punishment would vanish like mist before the rising sun.

Indeed, the merits and demerits of corporal punishment would never be discussed as a serious subject were it not that some masters are hopeless disciplinarians.

Most readers will remember the story of a famous French poet who, on taking his first class, informed them that he had come there to earn a living, and that if any youngster took it upon himself to prevent this from being accomplished, the matter could be settled one way or the other, *outside*—after the class was over.

Whatever the common law prerogative of schoolmasters may be to cane a boy, based presumably on delegated parental authority, it will hardly be denied that the "right" to do so is based on the conception of fear which savours, in a qualified way, of medieval cruelty, and is therefore a mode of punishment intolerable in an enlightened age.

The majority of schoolmasters resent, no doubt, being told that the infliction of corporal chastisement is out of date, and persist, with commendable fortitude, in asserting what they believe to be a necessity.

We do not subscribe to the view that corporal punishment, as such, is necessarily degrading. There may be isolated instances where it is absolutely necessary, just as in our public law the "cat" is certainly deterrent in its effect in dealing with a violent and cruel type of criminal.

But as a generally accepted system it is submitted that it has no educational value whatever.

We are inclined to the conclusion that schoolmasters who rely on the necessity of physical punishment rather study their own convenience and limitations than the beneficial effect it may have on their victims. Be this so or not, the underlying motive governing our criminal code—whether deterrent, reformatory, preventive, or retributive—should not be taken as a pattern upon which to found the relationship existing between master and pupil. The two problems are entirely different and the analogy between them does not exist.

Nature Study.

THE BOUNTIFUL ELEMENTS: by J. Dudley Haynes.
(2s. 6d. Wells Gardner.)

This very interesting little volume (not an ordinary school text book) should become very popular with all children who like "Nature Study" and are fond of country life. It is full of practical hints on outdoor activities of various kinds, and should make a special appeal to Scouts and Guides.

THE ARITHMETIC NIGHTMARE.

By MURIEL C. SHERWIN.

Hints for the Arithmetic Lesson.

Writing after twenty-five years' experience in preparatory school teaching of girls up to twelve and boys to ten years of age, drawn from the middle classes in a rural district, I can see no reason why there should be so much trouble over arithmetic in a modern school. Method, and perhaps sympathetic understanding of a child's difficulties, are alone needed to ensure success in arithmetic teaching. The chief responsibility rests with the junior schools.

In the first place I recommend that we destroy all arithmetic books compiled on lines similar to those of our own school days.

Our own method is to make the subject as interesting as we can from the beginning. With the tinies number and counting are taught entirely by sight with the aid of simple objects. When bookwork is begun we do not use a book which covers the whole school course, but one in which each year's work is in a separate book. By this means the child is not discouraged at the outset by the amount and apparent difficulty of what lies before him. Each year he begins with a new clean book. He has not gazed at these pages endless times already: they are quite fresh to him. Then there is the satisfactory feeling of a stage past—much more real to a junior because it is a book completed and done with than if only a section of a large book is finished. There is also a great delight in being ready to begin the new book "at the right time" and in being "up to standard." This we have often found the first incentive to a personal application to work.

At Easter—by which time everyone should have finished his book and be ready to start a new one—we always have our "Arithmetic Test Papers." The local education authorities kindly supply us with the required number for each standard. As these are not set at school and are "printed," they savour of a public examination and give a feeling of excitement and importance. In fact, the day is looked forward to for a long time. Marks are given for these papers only when the required number of sums are done, all correctly and by a good method, with the answers clearly stated. Then a clear 100 marks is added to the term's total. The worked papers are all kept, each being pasted into a cover set aside for the papers of a particular child, and these are always on view when the new papers are added. This gives an opportunity for each one to see what progress he has made in the year and to compare notes with the rest of the form.

The books we use contain short exercises with frequent changes of rule. (No child spends a whole term labouring through all the stages of multiplication, as the writer well remembers doing in her own early school days.) This reduces boredom, difficulties seem to be sooner overcome, and the small child does not forget what he has already done. In the first book there are none of the long double lines of figures—quite meaningless even to grown people—to be added or subtracted, but the simplest little problems, such as: 1 cat 2 buns + 1 bun. How many buns? These are found to be quite interesting and lead to useful talks with the little ones. As we get on purely mechanical sums are as few as possible, although the children appreciate these in moderation. Most of the exercises are simple everyday problems. Fractions, unequal sharing, mensuration, graphs, algebra, &c., are all introduced in early stages in their simplest forms and so become familiar before, in some cases, they are treated as separate subjects. Each pupil is at liberty to discuss any sum with his teacher before working it, or if in doubt about the best method he may ask before beginning to work. In this case he is always asked first what method he had decided on as the best. This method of discussion is very useful. It frequently leaves the actual working of the sum and deals with the subject matter, but, if carefully kept within bounds, it helps the teacher to understand the pupil's mind and shows plainly how the clear thinking necessary to his sum has given him also the power to reason the subject matter out. This is possible only where classes are small, but any teacher of junior pupils who has not already tried it will be well repaid for going to some trouble to make it possible.

Our method of marks is two marks for each sum correctly worked and with clearly stated answer, and one mark for a first correction. Discussion before working does not affect the marks unless an entirely wrong method is suggested, when only a correction mark can be obtained. The maximum is twenty marks for one morning's sums. This plan seems to balance fairly at the end of the week, and gives a greater incentive to work than the marks awarded on the hour's work rather than on individual sums.

This method is not put forward as perfect. We frequently try new ideas. Nothing is left untried that promises to help towards renewed interest. But the method described has been successful and has banished such terms as "bugbear" and "nightmare" from our arithmetic hour. We are a happy community, each interested in the work, and ready to help those who have not yet made progress.

THE NEWSPAPER IN SCHOOL.

By L. HAYES.

There are various well-known methods in common school use for telling children the news of the day and so instructing them in the proper use of the daily newspaper.

Children's newspapers are, of course, the best medium for this purpose, as they give to the child suitable journalistic information in much the same way that his parents have theirs in the daily paper at home. The only drawback to the children's journal is that there are seldom sufficient copies to go round the class of an elementary school, and many teachers, instead, either tell or read the most important items of the world's events as they occur.

At the same time, most teachers have a disappointing shock when they question their classes on their knowledge of everyday affairs. One teacher who tried to do so, asked such questions, at random, as the following:—

What great event took place in London yesterday?

What great statesman died last night?

What is the Budget?

Who reads the Budget Speech?

Where is Iraq and what is happening there? and so on.

The answers were remarkable for their scarcity, variety and remoteness from actual fact. On the other hand the same teacher heard a notorious murder very accurately discussed by four thirteen-year-old girls in a needlework lesson. On making investigations, it turned out that one of the criminologists had her sewing wrapped up in a newspaper that contained a detailed account of the gruesome event.

As the newspaper, correctly used, might be of great value to a child as a means of acquiring general knowledge and indirectly helping his school work in geography, history, and perhaps science, the following idea, carried into practice, may be of use and a means of supplementing the children's newspapers and inducing children to have a peep at their fathers' newspapers for those items after which they should search. Properly arranged and regularly practised, it is a method which no boy or girl could entirely ignore.

The origin of the idea lies in the newsagent's press placards, which are so designed, by colour, size of print, the nature of the information given, and the direct appeal to public curiosity as to attract every passer-by. As children are even more curious and alert than their elders, why not have a school "poster" on these lines, in some prominent position in the Central Hall, where it is bound to draw every juvenile eye at some time during the

day? If it should prove unsightly, the artistic ability of the designer is at fault. It should be made more ornamental than the street placard, and this calls for a little care at the outset.

Take two sheets of American cloth, in size rather larger than the average placard, and nail them to the wall, side by side, on the ground level. A neat border or frame would improve the general appearance and cover any untidy edges. Perhaps some member of the school staff can paint a permanent design as the heading and border on the prepared wall sheets, which will, of course, have a surface suitable for either paint or chalk. Either medium may be used for writing down the chief items of news. One sheet will serve as the poster, and on the other may be written a summary of daily events for a week or longer.

The success of the poster depends on the vigour of the message which it contains. It is essential to have a judicious variety of coloured chalk for the job, and some scholar can usually be found who will "script" the daily news accurately and neatly if told what to do.

The poster and news should not be left until they become stale. The aim is to preserve freshness and variety of appeal.

It has been found that many scholars go further than merely looking at the placard. They seek verification of it, either from a newspaper at home or from parents.

An additional step may be taken, if desired and where convenient. A pictorial newspaper will give excellent photographs of almost all the items chalked up on the news indicator. If there be a suitable space near for these prints to be pasted up, so much the better. At the school I have in mind, a wooden partition is at present quite gaily covered with news photographs, and the result is full of interest.

There are always some pupils examining them when opportunity offers, thus supplementing their knowledge of the daily affairs of the world outside school.

Oriel's New Provost.

THE REV. L. R. PHELPS, who recently retired from the office of Provost of Oriel College, Oxford, will be succeeded by Mr. W. D. Ross, O.B.E., LL.D., F.B.A. Mr. Ross, who is an Aristotelian scholar, has already served Oriel as Tutor, Librarian, and Senior Tutor. He is the son of the late Mr. John Ross, Principal of the Maharajah's College, Travancore.



EARWIG
(*Forficula auricularia*)

Drawn by Winifred Brooks



STEPPING STONES TO READING.

By JOSEPHINE BENNETT.

Every enthusiastic teacher has her own favourite method of teaching reading, which she carries out with varying degrees of success. Every one, however, is interested in an idea which has proved particularly successful.

Such an idea was started in my school. From the outset the children showed themselves interested in it, which accounts largely for its success. A set of gaily coloured pictures were chosen, which were full of action and interest to children.

These pictures formed the nucleus of conversation lessons for many days, and the children began to regard them as old and trusted friends. All the children in the pictures had been given names, and these were selected from primers that would be used by the class later.

One day a new feature appeared. Mounted at the bottom of one of the pictures was a piece of brown paper, which bore simple and clearly descriptive words. The children crowded round in great interest, and later asked the teacher to tell them what the words said. She read the sentence slowly, but with effective expression, and many of the children, of their own volition, repeated it after her with evident delight. Often when the children passed the picture they could be heard saying the words. They became familiar with the whole phrase, which is much more natural than isolated words.

A little later a large envelope was added. It contained separate cards, each bearing a picture and one word. So a picture of a boy bore the word "Billy." All the words occurred in the descriptive passage, to which the envelope was attached.

The children, armed with chalk and boards, or clay, would take up their position in groups on mats by the pictures, which were hanging low on the wall. Each child would select a card, and after finding out what it said—on the first occasion only—would proceed to write and illustrate it. Before changing to another card they would find their word on the sentence card.

Gradually all the pictures were supplied with sentences and envelopes, and very soon the children became acquainted with all the individual words of each picture. No words such as "A fat cat sat on a mat" appeared here, but well chosen sentences of pure English, such as would enrich a junior vocabulary.

Apart from the handwork exercises, games were devised to familiarise the words in a pleasant way. The children were encouraged to find them in their proper setting as often as possible, so that a suitable association would be formed. It was not long before the sentences could be actually read through word recognition.

Reading lessons had not been devoted wholly to this method. At other times, by means of games, the children had learnt sounds and word building. At this stage it was possible to work the two methods together. Stories, as they were called, were printed, sometimes on the board, and sometimes under pictures. These contained a mixture of the "Look and Say" words already learnt, some words that required building, and other short words, such as "go, me, by," &c.

The reading of these stories became a feature of great interest. Each story was a delight in itself, while it served to revise and drive home useful words. Word-building lost a great deal of its tedium this way, and the small words became known in an incredibly short time.

This idea reflected itself in the free expression lessons. Children were often found drawing pictures and adding a descriptive word underneath. This encouraged both reading and writing, and gave the teacher a clue as to how the children interpreted the words. From single words they moved to two or three, and so a useful composition basis was formed.

The children who began their reading career in this way made rapid strides. Their vocabulary, which they could write and spell, proved much larger than is usual at this stage, and all the words were required for later reading books. Their interest in reading had been thoroughly roused, and their feet had been planted firmly on the first rung of the ladder of reading.

Conference of Educational Associations.

THE Eighteenth Annual Conference of Educational Associations will be held at University College, London, from Wednesday, January 1, to Tuesday, January 7, inclusive. The President of this Conference is Professor Winifred Cullis, O.B.E., who will deliver the Presidential Address at 3 p.m. on the opening day. Professor Cullis is the first woman President of these annual educational conferences. The usual Joint Meeting of Members of all the affiliated Associations will be held on Monday, January 6, at 5 p.m., when "History as a Training for Citizenship" will be considered. Amongst the speakers will be Miss E. C. Lodge (Principal of Westfield College, University of London) and Professor A. F. Pollard (University College and Institute of Historical Research).

THE NEGLECT OF GERMAN.

There is a chapter in the report of the Committee on "Modern Studies" (published in 1918) on the relative importance of languages. "After the War," say this Committee, "the importance of German must correspond with the importance of Germany. If Germany, after the war, is still enterprising, industrious, highly organised, formidable no less in trade than in arms, we cannot afford to neglect her or ignore her for a moment. The knowledge of Germany by specialists will not suffice; it must be widespread throughout the people. A democracy cannot afford to be ignorant." And the Committee expressed the view that it was essential that the study of German should be not only maintained but extended.

A paragraph in the EDUCATION OUTLOOK last month recorded the fact that over 2,000 of the candidates for Oxford Local School Certificate who passed with credit in French also passed the oral test. The figure for German was 12. And while 312 junior candidates satisfied the examiners in written French and in the oral test, only one so passed in German. This disparity in numbers does not indicate that the study of German is being extended, though that is only one little straw. The real state of affairs in this matter can be learnt from a recent Board of Education pamphlet, "The Position of German in Grant-Aided Secondary Schools in England."

In none of the 1,195 secondary schools covered by the Board's inquiry is German the sole foreign language studied. In all of them, doubtless, all the pupils above the preparatory department are required to pursue a four or five years' course in French in the main part of the school. In only 243 of them is German included in the curriculum for the forms up to and including those which are presented for an approved First Examination. And this is not because French is the only language studied, for nearly all the others are studying Latin as well. In 1,177 secondary schools which were the subject of a similar inquiry for Latin a year ago, there were 131,107 pupils learning that language. In these 1,195 schools only 18,430 are learning German. In the School Certificate Examinations held in July, 1928, the number of candidates offering French was 54,273, Latin 23,558, and German 3,837. Measured therefore by the number of schools in which the language is taught, the number of pupils studying it, or by the number of candidates offering it in an approved First Examination, the position of German is markedly inferior to that of Latin, while with French there is no comparison. There are 17 county areas with 175 grant-earning schools which do no German at all. Out of 79 county boroughs

there are 18 from the curriculum of whose schools German is without exception omitted. In the whole area south of the Thames, excluding London, there are 268 secondary schools, and only 31 of these, of which 11 are in Kent, make provision for German in the main part of the school.

That the present neglect of German is not to be charged to the results of the war is plain. It was being neglected long before the war started. The Board in their memorandum on the Teaching of Modern Languages (1912) deplored the decay in the study of German. "German is completely disappearing from the curriculum of schools in which it formerly found a place."

There is nothing in the Board's regulations to account for the overwhelming predominance of French in secondary schools. Schools have a perfectly free hand. German is not harder than French; in some respects it is easier for English learners. Moreover, if the number of people speaking a given language may be taken as any measure of its importance, then German outrivals French, for (if the figures quoted in this report are to be relied upon) the total estimated world population speaking French is 46 million as against German 75 million—and 71 million are in Europe. And yet the schools show no signs at all of wishing to encourage the study of an admittedly most useful language.

One reason for the present state of things is hinted at in this report. "It is perhaps hardly an exaggeration to say that to the popular mind the inclusion of French in the curriculum of a school gives the school a status which it would not otherwise possess, and has become in fact a condition on which its claim to be regarded as secondary is in a measure supposed to depend." While not suggesting that French should be omitted, and that German should take its place, it is suggested that the great inequality of opportunity for learning these languages should be redressed. The one-language school should not necessarily make that language French, and the two- and three-language schools should include German more often than they do. While variety in the curricula of secondary schools in a given area is admitted and desirable in theory, it is too seldom realised in practice. The general principle to be borne in mind is that the curriculum which is appropriate for a given secondary school in a populous area is not a problem to be dealt with by each school independently with a total disregard of the curricula of its neighbours. The fact that one school omits German from its curriculum is *per se* a reason why a neighbouring school should make provision for that language.

GEOGRAPHY AND THE FIRST SCHOOL EXAMINATION.

BY A SENIOR GEOGRAPHY MASTER.

A short while ago I received notices regarding two new text-books on World Geography for the School Certificate Examination. The author of one of them has written his book, he says, because there have been frequent demands for a book giving the essentials of world geography, where the time devoted to geography is limited. The other book is advertised as being a new geography which is specially suitable for School Certificate work. Both the authors are of considerable standing in the country as geographers.

In recent years there have been many books on world geography which are "specially suitable" for the First School Examination. Their publication will continue as long as geography teaching in secondary schools is controlled by the various examining bodies. Why should there be the insistence on "world geography"? Has it any real value? The students who have obtained their school certificates are supposed to have a knowledge of world geography. Cramming up in a year the facts about the various continents does not give a student a knowledge of *real* geography. True geography can be acquired only by an intensive study of a region.

Some of the many books of School Certificate standard which have been or are to be published appear to be devices to enable a student to pass the examination rather than to help him to learn geography. Surely school life is not intended merely as a preparation for the School Certificate or any other examination, nor are the universities merely degree factories. The examination is not an end in itself. There is little doubt that to-day we, as a community, are examination-ridden. The examination controls us much more than we realise.

The Board of Education's stipulation that a boy or girl should have done a survey of the geography of the world during school life is excellent. How far is it possible to ensure this? The various examining bodies frame the School Certificate syllabus to achieve that end. That syllabus is "Geography of the World." It has been stated that if the syllabus were narrowed down to special regions, schools would change their syllabuses and only those special regions would be studied during school life. What harm is there in this? It would be going against the Board of Education's suggestions. What good is there in it? *Real* geography would be the result. However, I do not advocate the latter, for much geography in the true sense of the word can be taught without abolishing the World Survey required by the Board. The general study of the world would be completed by the end of the year preceding the First School Examination.

It is in the examination year that a change ought definitely to take place. To study the whole world in the examination year results in a cramming up of *facts*. There is no time to go into cause and effect intelligently. They can be learned only as so many facts. The state of affairs is reminiscent of Mr. Gradgrind's: "In this life we want nothing but facts, sir; nothing but Facts!"

Physical geography, on which the whole study of geography should be based, is relegated to the background. What little physical geography is taught is done incidentally; for example, folding and faulting is mentioned along with the Alps; river work may be touched upon when discussing the Mississippi; glaciation may be discussed in dealing with North America. Why cannot our physical geography be based on British examples? "Local" illustrations in physical studies appeal far more to one's pupils than some example a few thousand miles away. The pupils will then begin to take a *real* interest in geography and regard it as something more than a mere collection of dry-as-dust facts about all the countries under the sun. The habit of using foreign examples tends to give children the idea that we cannot illustrate physical geography from our own land.

How are we to find time to teach some physical geography? There does not seem to be much chance of doing a definite amount of pure physical geography in addition to the regional studies in the years preceding the examination year. The chance ought to come during the examination year, but that is impossible so long as the examinations insist on the "World." When we arrive at the state of teaching when only the British Isles, plus one other region, is studied in the examination year, then can we devote time to some definite physical study. A good knowledge of the physical basis of geography is essential for a ready understanding of the regional studies.

J. M.

Appointments.

THE new Chancellor of London University, who succeeds the late Lord Rosebery, is Lord Beauchamp. Lord Beauchamp is 57.

THE REV. A. E. WYNNE, M.A., Head Master of Blundell's School, Tiverton, since 1917, when he followed Mr. A. L. Francis, will resign next July.

MR. A. M. GIBSON, M.A., head of the Modern Language Department of Repton, has been appointed, at the age of 33, to the headmastership of Liverpool Collegiate School.

A CLASSROOM PLAY.

By V. G. BEST.

I chose Galsworthy's "The Little Man," hoping that the boys would learn from it that literature, especially dramatic literature, affords something more than an amusing story. Although most amateur dramatic societies fight shy of a forty-five minutes' play requiring three complete changes of scene, "The Little Man" presents no terrors in a classroom devoid of proscenium, where the floor is the stage, and the imagination of an eager class provides what is lacking in properties and scenery.

As the play was taken as a study of literature, in literature lessons, and with no outsiders present, we paid Mr. Galsworthy no fees for the performance.

The boys who were to act were given copies (Nelson's "Nine Modern Plays"), and allowed to read the play through. I then pointed out very briefly the League of Nations lesson the play teaches, and left them to try to realise how it worked out. From my knowledge of the histrionic abilities they showed in the acting of several plays of Shakespeare, I cast "The Little Man," and left them to reread the play, paying special attention to their own parts. They had dictionaries to find out the meaning and pronunciation of new words. The German words presented little difficulty; I explained their meanings and pronunciations, then left the boys concerned to give their own renderings of the words.

When the boys had read their parts we discussed dress and properties. The boys undertook to provide "grown-up" hats, long trousers, luggage, and coats. These suggested adults travelling. The "women" borrowed clothes from their sisters, the waiter produced crockery, &c., from home, the station official brought a blue suit with the collar turned up and with red braid down the seams of the trousers to suggest a uniform, and made in the handwork lesson an official looking cap which he covered and painted at home. Dual desks represented the refreshment tables, and also did duty as the seats in the railway carriage. The baby was a realistic doll, whose internal mechanism, inducing it to cry, was operated by its being laid face downwards.

The boys by this time were very keen and came out for a rehearsal eager for hints on the American tone, the Oxford drawl, better movements, &c., so that in a short time the play was pulled together. Within ten days of their first reading they acted the play, with books, to a critical but very enthusiastic audience of their classmates, and are now very keen to do more plays.

Their best and fullest composition of the term was on "The Little Man," and they showed in it that they understood Galsworthy's "Morality."

THE SCHOOL TUCK SHOP.

[The following article is from the wife of a house-master.—EDITOR.]

Two years ago I found that the boys in the school were bringing back unwholesome looking concoctions from the shop where they spent their tuck-money, and I decided to have a tuck-shop of our own with nothing but home-made sweets. There were a few difficulties at first, but once these had been cleared away I found my venture succeeding beyond belief. Not only did the boarders come to my shop, but the day boys, and on occasions the day boys' sisters and even their mothers came as well. Several mothers of day boys now forbid their children to go to ordinary sweet shops, but insist on their coming to the school tuck-shop, since they know that the sweets are wholesome.

The boys themselves prefer home-made sweets, and grumble when the holidays come and the shop is closed.

I do business every day after dinner, and the profits are used to buy books for the school library and games for the boarders.

I find fudge, especially vanilla fudge, coconut ice, pineapple toffee, caramels, and fruit and acid drops are the most popular. There are very few customers for nutty sweets, though I had always imagined that boys liked nuts. Jellies go well, too.

One thing is essential if the sweets are going to be popular and sell well. They must be highly coloured. I made one lot of fruit drops of a bright royal blue, and they all went in one day. I also made sugar-sticks of a brilliant red and green, and these sold out almost at once. Flavouring does not seem to matter much, but colour is all important. The making of sweets takes time, and getting the utensils together takes a little money, but the time and money are well spent, and the maker has her reward in knowing the boys prefer her sweets, and that as these are pure and fresh they never make the boys ill. Small boys, as a rule, have not enough pocket money to buy many sweets, and they like to buy a halfpennyworth or a pennyworth of one kind. They naturally go to a shop where they can get a lot for their money. This means that they buy the very cheapest kinds, which cannot possibly be made of purest ingredients. But home-made sweets can be made of the best ingredients, and still be sold at a price low enough to give the boys good value.

I strongly advise anyone who has a school to start their own tuck-shop of home-made sweets. They will never regret it, and will save a good deal of school time now lost by bilious attacks.

THE PUPIL'S CASE.

BY GEORGE BEATTIE, Jnr.

[The following article is from the pen of a boy who left school at the end of last term.—EDITOR.]

I have never had much in common with Steele, but you may imagine my delight when I came across this in one of his papers:—

"I must confess I have very often with much sorrow bewailed the misfortune of the children of Great Britain, when I consider the ignorance and undiscerning of the generality of schoolmasters."

I am but a pupil in the midst of many teachers—a Daniel in the lions' den!—and as I have not yet divested myself of that terror for the staff which clings to schoolboys, I gladly lay the blame of the above expression of opinion upon Mr. Steele. The author goes on to condole and sympathise with the wretched pupil, and ends up on a plaintive note. I never enjoyed an essay so much in my life.

I admit that Steele has either very much exaggerated, or that "the times have changed and we with them," but there is something in what he says. The staff do not fully understand the pupils; and it is my purpose to lay the pupil's case before the teachers who read these columns.

Schoolboys, of all people, are not machines; but neither are they all lazy vagabonds whose first thought is how to escape doing work. Teachers would have them the first, but think them the second. No doubt the horrible examination bogey is responsible for this attitude, but I do not think it fair that teachers should expect of pupils any more than their best. After all, Nelson did not expect any more.

If a pupil does not grasp the significance of a subjunctive in construing Cicero, is it right that he should be made to write it out twenty times? Such a punishment immediately develops in him a distinct distaste for Latin; whereas a little agreeable correction would not in any way stimulate his aversion to the subject. One would think that pupils wantonly made mistakes to provoke their teachers.

If teachers only understood that a pupil tries, if they only knew how long he sometimes spends in trying to solve abstruse trigonometrical identities, or abstract magnetic fields, or other such things far removed from his "sphere of common duties," if they only knew how heroically he sticks to a problem after successive failures—like the Bruce!—they would perhaps sympathise with him. But if a pupil fails to grasp a point, and it crops up in a test, as it invariably will, the teacher immediately presumes he has been at the pictures all the week.

I am afraid I am beginning to get very pessimistic; so before, like Mr. Steele, I run into

exaggeration, I shall turn to another sore point with pupils—Home Lessons. I do not blame the teachers for the amount of home lessons; the examination system is to blame for that. But the teachers could do one thing to lighten the burden of the pupils. Home lessons are at times very disproportionate; and it is because teachers are not aware what tasks their colleagues are assigning that this is so. A little collaboration on the part of the staff would do much towards the betterment of the pupil's position. The same applies to the setting of tests and quarterly examinations. I have had eight periods of examinations on one day, and one period on the next. Obviously, a small adjustment here would help matters.

Another thing about examinations. Why do teachers set these on the standard of the select few at the top of the class? They may make 80 or 90 per cent. of the marks, but the also-rans flounder down about 50. The result is mediocrity, and you have no idea how it breeds the inferiority complex.

There is one small piece of advice I would offer to teachers (pardon my presumption). If teachers are interesting, pupils will attend. I pity the mathematics teacher in this respect, for I cannot imagine how mathematics can be made interesting. But English, magnetism, languages, and other subjects can be made attractive to the pupils. Unfortunately, the practice is to stick to one machine-like routine day in and day out. In that way the subject becomes monotonous, and you might as well have robots in the place of pupils. Perhaps teachers would prefer that!

Science.

"SCIENCE PROGRESS," a Quarterly Review of Scientific Thought, Work, and Affairs. (7s. 6d. net. John Murray.)

The articles include: "Effect of Water as a Promoter of Chemical Reactions," by G. R. Gedye; "The Biochemistry of Pectin," by A. G. Norman; and "River Terraces and Related Beaches," by B. R. M. Saner. E. A. Armstrong gives a popular account of "The Cobbler's-Awl Duck," and W. H. Lane contributes an essay on "Loch Ness as an Ice-free Basin." J. H. White writes on "William Higgins and the Atomic Hypothesis," and makes the claim that Higgins forestalled Dalton in the Atomic Theory.

T. S. P.

LEGAL NOTES.

Contribution Orders.

If children living within the area of one Authority attend a school belonging to a neighbouring Authority, who pays the cost? So far as the elementary school child is concerned, the answer may be found in Section 128 of the Act of 1921 which applies to "border children." Disputes arise mainly in the case of children who attend a non-provided school outside the Authority of the area in which they reside. The Authority can insist on the parent sending a child to a council school in its own area unless there are medical grounds for attendance at some other nearer school in a neighbour's area. But where parents, in accordance with their religious views, decline the services of a council school, and send their children to a non-provided school, it seems that an Authority has no power to order the managers to exclude them.

Mottingham, in Kent, has a number of children who prefer to attend a Roman Catholic school in Eltham near by, within the area of the London County Council. The Kent Education Committee decline to pay the expenses of the education of county children who attend schools in areas of other Authorities unless the situation of their homes warrants admission to the other school. Seeing that the Mottingham Council School has the accommodation and there is no question of excuse on account of distance, Kent declines to accept liability.

Section 128 of the Act gives the Board of Education, on the application of any one Authority, power to make a "contribution order" on another Authority, directing the second, the "Respondent Authority," to pay the first, the "Applicant Authority," "such sum as the Board of Education think proper in respect of children resident in the area of the respondent Authority who, in the opinion of the Board, are properly receiving education in a public elementary school within the area of the applicant Authority." On what do the Board base their decisions in cases of this character?

Before deciding that the Mottingham children are properly receiving education in the outside area, "the Board shall have regard to the interests of secular education, to the wishes of the parents or to the education of their children, and to the economy of the rates." If the contribution order is made, "any sum due to an applicant Authority shall be recoverable as a debt due from the respondent Authority, and the Board may, without prejudice to any other remedy on the part of the applicant Authority, pay any such sum to the applicant Authority and deduct any sum so paid from any sums payable to the respondent Authority on account of parliamentary grant."

THE EARWIG.

BY M. L. BROOKE.

(See special picture enclosed.)

Belonging to the order *Orthoptera*, and to that division of it known as *Euplexoptera*, the earwig appears now to be domiciled all over the world; while, as an evidence of its early existence, various kinds of its fossils have been found. The origin of its name has long been disputed, a common theory being that it denotes an inclination on the part of its bearer to seek refuge in the human ear. Disputants trace the present name from an old form "erriwiggle," which was used also for an inquisitive intruder. The Anglo-Saxon "wicga" (a beetle) is also suggestive as an origin. Yet others trace the appellation from ear-wing, which they take as a description of the membranous wings that lie, so wonderfully folded, beneath its elytra or hard wings, which are scarcely larger than scales. The membranous wings may be seen in a full-grown dead earwig by raising the elytra with a bristle or pin, but care must be taken in spreading them out.

Forficula auricularia, which is the most common species of the four British genera, employs its forceps in refolding its wings after use. These useful appliances differ in the sexes of all species, those of the male having a bolder curve.

The earwig is an attentive mother; having selected a suitable hollow in the earth, that is protected above by a piece of stone or wood, she will arrange in it perhaps thirty eggs of an oval shape, which she will brood and care for both until and after they hatch.

At first these larvae are whitish in colour, though in shape they are much like the adult insect, except that they have no wings. After several changes of skin they are known as pupae, and have wing cases, but no usable wings until they are mature. Both mother and young require some moisture and thrive on the petals of our choicest blossoms, the dahlia being a decided favourite.

Although mainly a vegetarian the earwig likes a change of diet, such as an incidental caterpillar, and is said to have a special liking for the dried antennae of insects—to the occasional discomfiture of an entomologist. There is a rumour, too, that certain holes in stored linen, for which the clothes-moth has been blamed, have been the work of the earwig, but such matters are difficult to determine.

The giant earwig is occasionally found on the English coast.

LETTERS TO THE EDITOR.

Raising the School Age.

Sir,—Ever since my ordination, sixty-two years ago, I have been closely connected with elementary-school life, and I am bound to say that (although one would naturally desiderate the highest education possible for each individual citizen) one may well be apprehensive of some of the results of the raising of the school age in an important section of elementary schools. "More time, more learning" is the slogan of enthusiasts. The subject should be impartially considered, and from the practical point of view. Thus I would refer not so much to the increased burden of rates and taxes consequent on the necessity for enlarged accommodation and increased staff as to certain administrative and moral dangers which are likely to ensue.

Take the case of a mixed rural school, with from seventy to eighty children in average attendance. This school is staffed by a head teacher (a woman) and two women assistants. Even now there is much "marking time" in such schools in the case of scholars between thirteen and fourteen. This will be accentuated when the leaving age is raised. The interval between thirteen—let us say—and fifteen, for girls and boys alike, marks a period of abnormality, whereby the difficulty of teaching is enhanced. Further, the all-important question of maintaining discipline comes into prominence. The difficulty is not *to teach* so much as *to make to learn*. One can hardly picture a woman teacher forcibly correcting a great lot of fifteen, and the failure in any such case would seriously mitigate against her influence in the future.

Again, in country schools, the way would be open to many evils when boys and girls, nearing the maximum age, were dismissed together to take their walks homeward along dark, unfrequented lanes. From remarks I have accidentally overheard, and from obscene drawings on the walls of offices, &c., I am regretfully bound to admit that the thoughts of many of the big lads are of a surprisingly prurient character.

Problems relating to the true scope and function of education for elementary scholars are varied and controversial. On the whole I submit it must be allowed that the teaching they at present receive is too literary in character, and that the time of confinement and repression (between the ages of five and fourteen) does not predispose the young creatures to value learning for its own sake, or to cause them to wish to continue their education after the official constraint is released.

Further, the present arrangement, alike of time and study, works out very unfavourably for the farming interest. In the olden time jobs (such as

the scaring of birds) were found for very young children, and opportunity was later furnished for practical training in such necessary industries as hedging, thatching, &c. If my observation be correct, the latter occupations are now left in the hands of the few old men who survive. What, then, is to happen in the future? In my estimation the technical school and a book-trained teacher are but poor substitutes for the farm and the farmer. Alas, the latter now belongs to an unfortunate class; he is much to be pitied. The public at large (which he feeds), being largely concentrated in towns, is indifferent to his cry, and the politician—*anxious only to catch the votes of the many—alike pass by on the other side.* In accentuation of the special contention of this letter, I venture to assert that the farmer has been compelled to pay rates and taxes in order to provide a kind of education which unfits the recipients for participation in the indispensable work of carrying on that basic and all-important industry and leads many of them to join "the black-coated brigade" in our overcrowded industrial centres.

J. O. BEVAN, M.A., F.S.A.

Eastbourne,

September 23, 1929.

[We print the above letter because it sets forth a view which is common in rural districts. Our correspondent has apparently not understood that the raising of the school age is to be accompanied by the establishment of central or junior secondary schools for children over eleven, and that in these schools the instruction is to be less literary and more practical than formerly.—EDITOR.]

A Touching Appeal.

[The following was lately received from Africa. We omit the name and address of the writer for obvious reasons.—EDITOR.]

Dear Sir,—I am humble beg to bring this to your hearing and not to adhear it. That I seeing the best of your adress. Of which I pick it up. And after I have read the contents that a specimen copy will be sent to any teacher on appaillation to you. So I made up my mind to write you this my humble letter as quickly as possible as I can

And I am here ready with \$5 order. Of which I think if you will kindly sent me the copy, I will be your treader—even to the consumption of this pre-sent world.

As a book seller in African here and if you sent it, it will be a favourite to you in future time. And you will receive the grace of God Almighty

I beg to close my letter with much regard to you
Sir

Yors in faithful

NEWS OF THE MONTH.

Mr. Kipling at Canterbury.

Early last month the new home of the Junior King's School, Canterbury, was opened by Mr. Rudyard Kipling. Milner Court has been presented to the governors by Lady Milner as a memorial to her husband. Mr. Kipling made a characteristic speech on the occasion; from it could be culled a whole set of "sayings of the month." For instance: "Very few men are more than sixteen years old when it comes to the pinch"; "It isn't as if man was an original creature. He is a boy-product"; "All education is primary, not to say primitive"; "Too much fussing over abstract justice leads to standing up for your rights and dwelling on what you owe to yourself. That is a temptation of the devil."

A University Observatory.

London University has now its own observatory at Mill Hill. It contains a 24-inch reflecting telescope presented to the University by Mr. J. G. Wilson. Professor Filon, the Director, said at the opening last month that the work could not compete with the great observatories, for its purpose was different and more modest. The University of London was, he believed, unique among British Universities in giving a degree for Astronomy only, and it trained students for astronomical careers, whether as amateurs or as professional observers, in large observatories.

The Regent Street "Poly."

The Queen last month opened the new building off Great Portland Street forming the Polytechnic extension. This building marks the second stage of a comprehensive scheme of improvement undertaken in 1926. The "extension" will be used as the headquarters of the Young Women's Institute and accommodation is provided for educational activities hitherto carried on in various annexes of the Polytechnic. The building will be enlarged in 1937 and a main entrance made in Great Portland Street.

Rhondda and "Voluntary Abatement."

The Rhondda Valley evening school teachers have declined to accept a proposed temporary reduction of 25 per cent. in their salaries. The Authority, faced with a serious financial position, made the suggestion in view of the hardships borne by the rate-payers. In face of the opposition of the teaching staff, it has been decided to cancel the enrolment of students in the evening schools.

The Grievance of the "Uncertificated."

The National Union of School Teachers held a conference at Manchester on October 12, when it was resolved to ask every education authority in

the country to support their claim for a fair and impartial Government inquiry into the status, pay, and conditions of employment of the uncertificated teacher on the staffs of elementary schools. The memorandum on the Union's case states that the term "uncertificated teacher" covers successful heads of secondary schools, university Fellows and graduates. There are in England and Wales some 40,000 "uncertificated" teachers—about one-third the number of "certificated."

Charm or Hustle.

Smethwick Education Committee have been discussing "corporal punishment." Alderman Hodgkiss would like the town to do honour to itself by abolishing it from the schools. The Mayor is of the same opinion. Alderman Betts, the chairman, thinks it never did any good. Miss Farrow, a teachers' representative on the Committee, thought that if youth could not be charmed or reasoned out of wrongdoing, he might be hustled out of it. In the end, by 11 votes to 10, it was decided to wait two years, when the advocates of "charm" and of "hustle" could be heard again.

Circular 1404.

"It is not the intention of the Government to recall after 1st April, 1931, children who on that date would under the existing law be exempt from further compulsory attendance at school, and accordingly the full number of additional children to be provided for will not be in the schools until 1932. . . ."

"In order to assist the authorities to calculate the numbers for whom provision will be required after 1st April, 1931, the Board propose shortly to publish a return (List 45) showing for the area of each authority the number of pupils in each age-group on 31st March, 1929, and also the number of pupils who left school during the year ending on that date."—Circular 1404, September 29, 1929.

The Slogan at Winsford.

The "strike" at Winsford, Cheshire, still goes on. "Meadow Bank School for Meadow Bank Children" is the slogan of the strikers, but Meadow Bank School has ceased to be a school for the over-elevens. The request of the managers that the children be admitted till Christmas pending a settlement of the dispute has been refused as impossible to grant. Mr. R. W. Hale, Assistant Director, dubbed it a "bribe" to parents who were flouting the law, and "it was not for parents to say which schools their children should attend." But Mr. Hale might with profit ponder Sir Henry Newbolt's recent comments on understanding "the other man's point of view."

LITERARY SECTION.

BOOKS AND THE MAN.

Psychology and Obfuscation.

Sir John Adams demonstrated long ago his power of illuminating the dark places of pedagogy with good humour and good sense. In his strenuous leisure at the University of California he has found time to write several books, of which the latest is published by the University of London Press at 10s. 6d. net under the title "Everyman's Psychology." In a whimsical preface he retraverses the route by which this title was reached, confessing that his own preference would have been "Psychology with the Chill Off," a title which might suggest that the deviser thereof has proper respect for the nobler vintages of Burgundy. This association was probably considered inappropriate by the publishers and it might have produced sorrowful memories in U.S.A. prohibition circles. So we have the less descriptive name for a book which is assuredly one of the pleasantest imaginable. Sir John has enjoyed the writing of it. He gives full play to his sly humour and puts in many lightsome asides, indications of good spirits and a cheery determination to reduce the pundits to silence or else to simple terms such as all may comprehend. The book is a masterly exposition of the various forms of psychology, accompanied by a shrewd estimate of their several values and a most refreshing sanity of view.

It is pleasant to find that our author is not ensnared by the behaviourists, nor hypnotised by the psycho-analysts. He still believes in consciousness and as for the later pranks of the Freudians, he says truly that "the Freudian *unc* is emphatically a sulphurous place." He rightly reminds us that the *unc* (or unconsciousness) is not the discovery of Freud alone. He was anticipated by Herbart with the difference that Herbart's "apperception masses" are free from the sex bacteria which infest Freud's "complexes."

The whole book displays the skill of a master teacher, and for this reason, if there were not a dozen others, I should rejoice to learn that every teacher in Britain and U.S.A. had mastered its pages. "Mastered" is hardly the right word, since the book is more easy to read than many of our modern novels, with the added merit of being psychologically accurate. The discerning teacher will note many examples of workmanlike exposition and skilful illustration, for Sir John's hand has not lost its cunning. He is a master of the art of balanced and fairminded presentation.

Not the teacher alone, but the "everyman" for whom the book is written, should hasten to read it.

SELIM MILES.

REVIEWS.

Education.

MODERN SCHOOL BUILDINGS, ELEMENTARY AND SECONDARY: by Sir Felix Clay, Bt., F.R.I.B.A. (25s. net. Batsford.)

School authorities and architects will welcome this re-issue of Sir Felix Clay's book, which for nearly thirty years has been regarded as the standard work on school building. Since it was first published in 1902 there have been many developments and the new edition is practically a new work, containing a set of illustrations almost entirely new, and a text which has been thoroughly revised. The new volume is excellently produced, with the admirable qualities which we associate with all the books issued by Messrs. Batsford. The illustrations are exceptionally good, and it is interesting to note that modern schools are built round quadrangles, where space permits, thus allowing full access to air and sunlight. These are a vast improvement on the old three-decker barracks schools which are so common in London. The text contains complete up-to-date information on such matters as ventilation and heating. On the latter we are told of the merits of the "panel system," whereby the unsightly and unsatisfactory radiator is replaced by panels of hot pipes concealed in floor, wall, or ceiling. These are less expensive and more effectual than the old method.

The chapter on boarding schools contains many valuable hints which should be considered by owners of independent and preparatory schools. There is also a useful chapter on the equipment of school laboratories and manual work rooms. R.

English.

"English Heritage Series."—Edited by Viscount Lee of Fareham and J. C. Squire. ENGLISH HUMOUR: by J. B. Priestley. (3s. 6d. Longmans.)

To help us as Englishmen to realise the wealth and variety of our inheritance and to increase our sense of responsibility to those who come after us may be said to be the purpose of this admirable series.

In his breezy introduction, which we may describe as characteristically English, the Rt. Hon. Stanley Baldwin says:—"These books are the more needed because much of what they treat is changing under our eyes, and it may be of interest to our children to look to the rock whence they are hewed; and to others it may be a revealing of the Englishman and of his heritage, for he is not apt to speak before strangers either of his land or of himself, and when he does the less Englishman he."

In entrusting the volume on "English Humour" to Mr. J. B. Priestley, the editor made a wise choice. Mr. Priestley is an able and accomplished writer; he has ease and confidence, and an intimate style which go far to make for him an ever widening circle of readers and friends. He has, moreover, wit and humour, and the human touch.

It is no small task to survey the field of English humour as portrayed not only in literature and pictorial art, but also by the clown and the comedian on the stage; yet Mr. Priestley has contrived to do this, and to do it effectively, in the small compass of 180 pages.

It would be a mistake to suppose that English humour is something which is found only between the covers of a book. It is something which is part of us as a nation, and in his opening chapter Mr. Priestley discusses the English character, and particularly this spirit of humour, this something which is found wherever Englishmen meet: on the cricket field, in the theatre, on both sides of the footlights, or, after a Parliamentary election, among the crowd at the declaration of the poll; even in the trenches of Flanders, amid so much destruction, humour managed to keep itself alive, and, let us be thankful, came through unharmed.

To read this book is to be taken on a tour over familiar ground in the company of a guide who quickens our senses and makes us see and hear, with a new understanding and a fresh delight.

To three of England's greatest humorists, Lamb, Dickens, and Shakespeare, special chapters are devoted, and here Mr. Priestley gives of his best. In spite of all that has been written around these men and their works, he contrives to say something new, or, if not altogether new, to say it differently and with a charming freshness.

What could be better than this on Dickens?

"A Dickens novel is like the day and the night of some tremendously excited child, now darkly miserable, now violently happy. It is as if the little outcast he once was came at last to set down on paper the daydreams he had in the blacking factory, so that the cruel adults are all severely punished, the cold sneering people are turned into figures of fun dangling on the end of wires and are mocked and buffeted, and all the lovably comic souls are brought in and entertained at a gigantic birthday-party. That is why the absurdities in Dickens can reach a poetical height, soar into the blue; they are not a record of actuality but part of a dream of life; they do not belong to things as they are, but to things as they ought to be."

And how surely he strikes the right note, a truly English note, in the concluding words of the last chapter:—

"It would be better for us to be once more a small

outlandish people and yet be renowned for this spirit than to bestride the earth and lose our laughter in gloom, suspicion, and hate. Shakespeare and Dickens and all their fellow humorists were once here, and we must not fail them. Just as our humour is one of our most glorious heritages, so, too, it is not the least of our trusts."

It only remains to add that towards the keeping of that trust Mr. Priestley's book furnishes a very real incentive. **G.**

History.

ADVENTURING IN YOUNG AMERICA: by Edna McGuire, A.M., and Claude Phillips, Ph.D. Illustrated by C. Sprague. (4s. 6d. The Macmillan Company, New York.)

Although this book is designed for American school children, it will be found interesting reading by English boys and girls. The material, arrangement, and treatment are alike excellent and attractive, and there is not a dull page in the book. "Study helps" are provided in abundance, and there are many first-rate illustrations and diagrams. We should like to see a book planned on these lines and dealing with English history—and we predict that it would be popular.

Chemistry.

AN INTRODUCTION TO MODERN ORGANIC CHEMISTRY: by L. A. Coles, B.Sc., A.I.C. (7s. 6d. Longmans.)

This is a very well written book, embodying both theoretical and practical organic chemistry. The treatment is thorough and it is evident that the various instructions given for the preparation of various compounds have been tried out practically. Although not written for any definite examination it is evident that the author had in mind University Scholarship Examinations. These examinations seem unfortunately to be setting the pace for the teaching of chemistry in schools, with the result that far too specialised a knowledge is demanded of the schoolboy, at the expense of a more general training. When the boy gets to the university he has to repeat much of the higher work given in books of this kind. **T. S. P.**

Physics.

ELECTRICITY AND MAGNETISM: by J. M. Moir, M.Sc. (3s. 6d. Arnold.)

In this book which deals with theoretical and experimental electricity and magnetism up to Matriculation standard, the author has taken care to make his course "sufficiently wide to cover human and everyday aspects and applications." He assumes a knowledge of the electrical appliances in common use, and thus saves a certain amount of space in not having to describe these in detail. The electron theory is introduced from

the first, and the treatment is essentially "modern" throughout.

R. S. M.

Handwork.

LEATHERWORK FOR BOYS AND GIRLS: by N. A. Poole. (1s. 6d. Univ. of London Press.)

This is an elementary treatment of leatherwork which provides a suitable introduction for children to the fascinating craft. Full instructions are given for making articles in suede as a beginning and in calfskin later on. Dimensioned sketches illustrate many of the exercises, whilst simple decoration by line work and tooling is thoughtfully explained. Incidentally this development of decoration is a sounder approach to the study of design in general than many much more pretentious efforts.

C. R. L.

Some Reading Books.

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NEWS FROM THE PUBLISHERS.

Mr. and Mrs. Quennell, well known as the authors of the successful "Everyday Life Series," have planned a series of books on Social Life in Ancient Greece, of which the first volume, "Everyday Things in Homeric Greece," has just been issued by **Messrs. B. T. Batsford**. There are many extracts from a new translation of the "Iliad" and the "Odyssey," and the authors have aimed at presenting a graphic picture of both the romance and the practical mode of living in this earliest epoch of Greece, illustrated by many drawings from vase scenes and from their own reconstructions. The series will be continued to deal with the Archaic and Classic epochs.

As a companion volume to the "Letters of Oliver Goldsmith," the **Cambridge University Press** are publishing this month the "Letters of Sir Joshua Reynolds," edited by F. W. Hilles. Many of the letters have not been published before and others appear for the first time in a work dealing primarily with Reynolds.

Messrs. J. M. Dent and Sons announce in the *Bookmark* that they are publishing "A Glossary of Colloquial and Popular French," by L. E. Kastner, Litt.D., and J. Marks, M.A. This has been compiled first-hand during many years of intercourse with natives and from the perusal of much modern French literature. Examples are given for every expression.

In response to the urgent requests received from teachers that the book should not be allowed to remain out of print, **Messrs. William Heinemann** will issue in December an entirely new edition of Mr. C. W. Hansel's "Electricity and Magnetism," of which the text has been re-written throughout and so brought up to date by Mr. P. Woodland, of Bedford School, in collaboration with the original author.

Messrs. Macmillan have just published "The Complete Stalky and Co.," by Rudyard Kipling.

Mr. A. W. P. Gayford, Senior History Master at Dulwich College, has compiled a volume of "Test Examinations in History," which **Messrs. Methuen** have just published. The book is intended for candidates preparing for Matriculation and General Schools Examinations.

Messrs. Sidgwick and Jackson have recently published a large fourth impression of "An Arithmetic of Citizenship," incorporating the relevant details from the Budget of this year. Each new impression of this well known class book is in this important respect carefully revised and brought up to date.

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THE EDUCATION & OUTLOOK

AND EDUCATIONAL TIMES

DECEMBER, 1929.

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 Leaving Age.

The President of the Board has announced that the Government will promote a short measure to raise the age of compulsory school attendance to fifteen. This proposal will be welcomed by Local Authorities, since it removes the present uncertainty as to the need for reorganisation. It is true that in some districts arrangements for centralised schools have already been outlined, but elsewhere there is a disposition to wait upon events, not forgetting the possibility of a change of Government. It is practically certain that the age will be raised in April, 1931. It is equally certain that the machinery for making the change effectual in the educational sense will not then be ready. It would have been better to choose 1933 as the latest date and to have used the longer interval in promoting the necessary expansion and adjustment by administrative action. If the new post-primary or junior secondary schools are started on the wrong lines, it will take years to put them right.

Evading Difficulties.

In the debate last month the two main difficulties which attend the scheme of reorganisation were evaded. To begin with, the Speaker ruled out any reference to denominational religious teaching. In addition, no information was given concerning the maintenance allowances which are demanded by a large number of supporters of the Government. By keeping these topics in the background the House of Commons was able to agree to a motion asking for details of the scheme for raising the school age, especially the financial proposals connected therewith. Sir Charles Trevelyan said that only a very short Bill will be required for carrying through the change, but it may be surmised that, however short the Bill, the discussions will be protracted. There are thorny topics which cannot be kept out, since many regard them as matters of principle. There is also the vital matter of securing a body of teachers qualified to develop the special technique which will be required for the proper training of adolescent pupils in the new schools. Well-meaning amateurs will not serve the purpose.

Denominational Schools.

Thus, although the Speaker ruled out the question in the general debate last month, everybody knows that the question of religious teaching will come up for discussion. It is being urged that the promised building grants shall be paid to the religious bodies that desire to have separate schools. It is not clear whether these bodies would be willing to relinquish control of the property thus given to them by the State. Nor is it clear that they would give up their present right to choose teachers. They would probably decline to do either of these things, since they urge that, as rate-payers and tax-payers, they are entitled to have in the schools the kind of religious teaching that they desire. If this point is granted, it follows that every parent has the same right, and our present scheme of educational administration must be replaced by a system of grants to parents. Our "social services" on behalf of children tend more and more to relieve parents of financial responsibility, and some earnest reformers seem to regard with complacency the possible destruction of the family as a social unit.

The Alternative.

If it is found inexpedient to recognise the rights of parents to determine the kind of school which their children shall attend, the only alternative is to remove religious instruction from the curriculum, leaving parents and denominations to make their own arrangements. This is possible under the Anson by-law, which permits the withdrawal of children from school for a part of each school day for the purpose of receiving religious instruction elsewhere. This plan would furnish a challenge to the clergy of all denominations. Incidentally, too, it would enable us to discover how many parents really desire denominational instruction for their children. At present they are assumed to desire it because they do not trouble to make any frequent use of the conscience clause. This may be due to inertia, or to a reluctance to make their children conspicuous. Their true position is perhaps indicated by the decline in attendance at Sunday Schools.

Compulsion.

On another page will be found a letter from the Rev. J. O. Bevan, setting forth views which are at least half a century out of date. In effect, his protests against the compulsory raising of the school age would apply to every form of State compulsion. His plea for the farmer was used repeatedly at each stage in the development of our system of popular education. To-day it has less weight than ever, since the farmer is no longer a rate-payer save in respect of his own house, and there is no valid reason for providing him with a supply of ignorant serfs. Farming is most prosperous in those districts where economic conditions compel the farmers to pay good wages to their workmen. These comments apply also to a singularly inept speech made by the Archbishop of Wales. Members of the clergy who deplore the extension of schooling beyond fourteen should ask themselves what their own position would have been if they had left school at that age to work at some manual occupation for eight hours or more every day. It is true that every form of State compulsion is suspect until it is justified, but the conditions of the modern world call for wider knowledge and better training than did those of fifty years ago.

The New Schools.

It is generally agreed that the compulsion to attend school for another year cannot be justified unless it is accompanied by a radical change in the method of dealing with children over eleven years of age. Hitherto we have not recognised the importance of the stages in education. We have nursery schools and infants' schools with their appropriate technique. The primary stage which follows these was marked off fairly well so long as the leaving age was eleven or twelve. But we have raised the leaving age to fourteen plus while keeping our elementary schools on the primary level. Teachers have been expected to give post-primary training while being provided only with primary facilities. Some have been able to work wonders, but in too many schools the extra years have been a stagnant period for the pupils and a burden to the teachers, instead of giving an opportunity for the developments appropriate to the post-primary or early adolescent stage of experience. We have no well-thought-out technique for the post-primary or secondary stage of education. Our secondary schools are still dominated by the literary tradition, despite the work of Sanderson at Oundle and Howson at Holt, and despite too the plain fact that the literary method finds response in only a small minority of those who now attend secondary schools.

The Parents' "Freedom."

In a striking letter to *The Times*, Lord Eustace Percy points out that a decision of the East Ham magistrates means that a parent who wishes to take advantage of free education for his child has no right of choice as to the school which that child shall attend. He says: "The working class parent who is willing to pay something for the privileges enjoyed by parents of another class may pay a fee to send his child to a private school, and an increasing number of such parents actually do so, but these schools are generally bad because the fees are low, and the fees must be low because no such school may receive any State grant unless it conforms to the particular standard now termed 'secondary.' We have, in fact, drifted into the strange doctrine that there is something obscurely improper in paying or charging fees for any kind of education which does not include the study of a foreign language; and since, *ex hypothesi*, it is only by paying fees that a parent can enjoy any right of choice of school, we have drifted into the theory that it is improper for a working class parent to claim or desire any such right. Instead of considering how the State can best serve the wishes of parents, we consider rather how they may best be headed back to the flock, and we evolve proposals for the inspection of private schools with a view to their suppression."

Limits of State Control.

The position so accurately described by Lord Eustace Percy is the inevitable result of excessive control from the centre. There is a widespread notion that the State must operate every enterprise to which it gives financial aid, but recently some members of the present Government have acknowledged that socialistic theory is not inconsistent with plans for giving State aid to enterprises conducted by Corporations working under State licence. It should be possible, therefore, to devise a scheme of financial aid to parents in the form of personal grants or credits leaving them free to choose the schools which their children attend and making it easy for them to supplement the State aid as they may desire. It is true that we might have a large number of small schools, but the State might properly impose conditions as to the kind of schooling for which the grant was valid. We should solve the religious difficulty by this method and restore to Englishmen something of that freedom which seems to be disappearing under a system of enforced bounties which is destructive of parental responsibility and of personal self-respect.

ARTHUR CHRISTOPHER BENSON : SCHOOLMASTER.

By THOMAS LLOYD HUMBERSTONE.

"Persons of experience in education," to use a phrase sanctioned by Parliament, looked forward to the publication of the "Diary of Arthur Christopher Benson," edited by Percy Lubbock, with the confident hope that further light would be thrown on a question much discussed at the time—why Benson, at the height of his powers as a teacher, turned aside from his apparent destiny of becoming Head Master of Eton. That hope is not disappointed and the general view that Benson was "unambitious" is confirmed. "I have refused very responsible work," he writes some years after the Eton decision, "for a genuine diffidence, not unmingled, I suppose, with laziness and want of moral stamina." But this is not the whole story. The "Diary" and his other writings show that this defect of character, if such it can be called, was based on wrestlings of the spirit, on prayer and anxious thought. "I think one ought to pursue one's own line, to do one's own business, to the best of one's ability, and leave the rest to God," he writes. "If He means one to be in a big place, to do a big work, it will be clearly enough indicated; and the only chance of doing it in a big way is to be simple-minded, sincere, generous, and contented." If Benson had felt the "call" to this great service, he would have resumed the toga; but he honestly distrusted his strength, his patience, his capacity, and thought it quite possible that he would have made a fiasco of the work. Ought we to blame him?

It is a curious phenomenon in human life that we are accustomed to condemn ambition as a vice, the last infirmity of noble minds, the sin by which the angels fell, a "dropsy of the soul"; but when a man refuses to ascend the steps to some august throne or to wield a sceptre handed on by other famous men we treat him with censure or at best pity. Benson was willing enough to encourage ambition of every kind among the boys, regarding it as an appropriate virtue for their age and temperament. But he recognised that ambition, often involving the trampling down of others in order to secure a worldly prize, was not a Christian virtue; that glory, according to the old commonplace, ought to follow and not to be followed. Among his large output of literary work, Benson wrote a biography of Edward FitzGerald, translator of "Omar Khayyám," a pattern of the unambitious man, who lived "a very pure, innocent, secluded life, delighting in nature and in the company of simple people; loving his friends with a passion that reminds one of Newman; doing endless little kindnesses to all who came within his circle; and

tenderly loved by several great-hearted men of genius." FitzGerald in one of his letters expresses his simple philosophy of life: "They say it is a very bad Thing to do Nothing: but I am sure that is not the case with those who are born to Blunder; I always find that I have to repent of what I have done, not what I have left undone." Benson's comment on FitzGerald's character had *arrière-pensée*, some personal application, as he no doubt recognised. "FitzGerald," he wrote, "was too sensitive to take his ambitions into the arena, too indolent to submit his kindly impulses to an organised system of philanthropy; too uncertain to preach a faith which he could not hold."

Benson's "Diary" and his books reveal other and deeper reasons for his decision—some mistrust of the teacher's art, grave misgiving of the "grand old fortifying classical curriculum," the staple of the Eton education. He had no sympathy with the popular conception of a great Head Master as a man who impresses his personality on boys and masters. He cultivated his own personality as a precious gift from God, he did not wish to create a world populated by little Bensons, or, for that matter, little Arnolds or little Thrings. "The frame of mind which resolves definitely to exert influence over other people may have beneficial results," he says in *The Schoolmaster*, "but it is a self-righteous and Pharisaical frame of mind; and the normal human being is more amenable to influence that is less consciously exerted and more simply displayed." The great Dr. Arnold, he observes, is easier to admire in a book than he would have been in real life. Personality, unlike some low forms of physical life, is not reproduced by a process of budding. "I was never big enough to embrace and overlap Eton," Benson admits in a moment of candour. As to the actual work of teaching, Benson was without doubt an inspiring influence. But he protests continually against the tedium of the life, the poor results, "the fierce, arid, consuming work done, not for the improvement of the boys—indeed, apart from them—but to satisfy my critical colleagues." "If we turned out boys knowing anything, caring for anything," he wrote under the date September 8, 1901, when he was presumably bracing himself up for another term's work at Eton, "I should not complain. But 80 per cent. leave ignorant of everything, even Latin and Greek, hating books, despising knowledge, admiring athletics, mistaking amiability for character—and that is what we sweat our brains out to produce. It is deplorable." And some three years later, soon after he had resigned his appointment at Eton, "The

thought of the old slavery, the fussy, fretting days—the running hither and thither, the scramble, the weariness, and what made it far worse, the *purposelessness* of so much, that was what knocked the bottom out of the Eton life for me. To feel that for nine-tenths of one's furiously busy hours one was teaching boys what they had better not learn, and what could do them no good; drumming in the letter, and leaving the spirit to take care of itself. It is sickening to reflect about." His main attack is, however, directed against the classical curriculum. "The classics are a poor pabulum," he writes, "I live in dread of the public finding out how bad an education is the only one I can communicate. We do nothing to train fancy, memory, taste, imagination; we do not stimulate. We only make the ordinary boy hate and despise books and knowledge generally; but we make them conscientious—good drudges, I think." Nevertheless, Benson has not much to say in a constructive way about the curriculum. In "The Upton Letters" he assayed his own education and found it wanting. He began Latin at seven, Greek at nine, but when he went to Cambridge he knew neither language well. "I could not sit in an arm-chair and read either a Greek or a Latin book, and I had no desire to do it." He knew a very little French, a very little mathematics, a very little science; no history, no German, no Italian, nothing of art or music, and his ideas of geography were childish. His only accomplishment was the writing of rather pretty Latin verse. "It is nothing short of infamous," he remarks, "that anyone should, after an elaborate education, have been so grossly uneducated." And yet, he points out, the system continued year after year.

Why, it may be asked, did not Benson, holding these views, turn missionary, work out the ideal curriculum, convert his colleagues at Eton, spread the new educational gospel *in partibus infidelium*? It is a fair question. We get glimpses of his attempts to convert his colleagues. "Of course," Benson remarks sadly, "the difficulty of proving my case is great." His colleagues did not recognise the need of conversion. "They say," he writes in "The Upton Letters," "that the boys whom I think hopelessly uneducated would be worse off if they had not been grounded in the classics." Benson's theories, they maintained, would make it *easier* for the boys. The failures were the idle and listless boys who would be hopeless anywhere. The grey quadrangle seems to whisper "Why not leave it alone?"

"Alas! regardless of their doom,

The little victims play."

A cynical solution, the coward's attitude, Benson ruminates!

A cheerful opponent comes in to discuss the situation and they plunge into the subject of classics. Benson suggests that to boys without aptitude they are dreary and hopelessly difficult. "There you go again," his colleague replies, "always wanting to make things *easier*: the thing to do is to keep boys at hard solid work; it is an advantage that they can't understand what they are working at; it is a better gymnastic." "How about mathematics?" Benson suggests tentatively. The friend confesses that he never had the least idea what higher algebra was all about; but, as Benson says, he would not appreciate the grim humour if his schoolmaster had argued that that was the precise reason why he should be kept at mathematics year after year.

When Benson turns for help to the exponents of common-sense views on education, he is offered dead-sea fruit. This is the real tragedy. He reads the "Autobiography of Herbert Spencer" and is forced to admit that the book is the strongest argument he had ever read against a rational education. "I, who despair of the public school classical system," he writes in "The Upton Letters," "am reluctantly forced to confess that it can sow the seeds of fairer flowers than ever blossomed in the soul of Herbert Spencer." Thus are we brought face to face with the deepest purpose of education. Has it done its perfect work if it produces a man "arrogant, impenetrable, self-satisfied, self-absorbed, dried-up, hedonistic," to select a few of the epithets which Benson applies to Herbert Spencer? Are we not forced to Benson's own conclusion that it may be possible to penetrate the secrets of philosophy and yet never become wise; "that simplicity, tenderness, and love of beautiful and precious things are worth far more than great mental achievement"? And if one holds with Hazlitt that the classics soften and refine the taste, give men liberal views, accustom the mind to take an interest in things foreign to itself, to love virtue for its own sake, to prefer fame to life and glory to riches, to fix our thoughts on the remote and permanent, instead of narrow and fleeting objects—ought we not to hesitate to jettison such valuable cargo from our educational ship?

The moral? It is surely a high crime, whoever may be responsible, to overburden the teacher with drudgery, to stifle the spark of inspiration by dull routine. Possibly Benson's physical health was undermined by his nineteen years' work as an Eton master, for he had serious breakdowns in health in his later years. On the question of classical education, the last word has not yet been said. Rome and Athens are cities set upon a hill which cannot be hid. "All eyes have seen them, and their light shines like a mighty sea-mark into the abyss of time."

LETTERS FROM A YOUNG HEAD MASTER.

XI. Public Schools and Prefects.

My dear H.—Yes, I have read “The English Tradition of Education.” And yes, I did find it helpful. But as to what I think of it as a whole—well, that’s a more difficult question to answer.

Of one thing I am certain. It is the work of a noble mind. Not only on the last page, but throughout (except where the author wanders off into irritating discussions of detail), there shines the faith that “humanity can so win the world that it shall not lose its own soul.” And he wins my heart when he insists upon an education “which places spiritual values first for all men of *all classes*” (the italics are mine), for that’s just my own problem.

“ . . . a democracy so educated in every type of school (again my italics) that it will answer to the call of the same ideals and accept the same standards of conduct and service,” he says. Heavens, yes! But are we doing it? You know, it’s all very well, and quite the fashion, to decry the public schools. No doubt there’s much that is wrong in some of their ideals, and no doubt they breed class consciousness and snobbishness, but . . . when your public school prefect goes up as a scholar of a college at Oxford or Cambridge, you cannot deny he has acquired worthy qualities.

Now, I have a room full of prefects—eleven of them. They are children as yet; only one of them is past his sixteenth birthday. But the public school spirit is in that room, and I’m fanning the precious little flame for all I’m worth. My “bodyguard” is what I call them.

“ . . . by my personal appearance, my behaviour, my diligence in work and in play, to set the highest possible standards of gentlemanly bearing and conduct”—is what they’ve all had to promise, in front of the whole school. And they’re doing it, according to their lights and with the little aid I can give them.

But just think of what they start from, and what permanent handicaps they have to meet. The back streets or the suburban villas of a great city form their background. Parents just below or just above the poverty line—grand people, many of them, but with minds dulled and ideals quenched by the dour struggle that is their life. The plight of the man who has gone under and the motor-car of the man who has got on are to be seen every day.

Service? What mockery it would seem to be to talk of service to such boys. Yet I do—no, I don’t; I make them perform it. I don’t think the actual word “service” has ever passed my lips in conversation with them. But I call for service, and I get it.

There is nothing, to my mind, more amazing than

the generous and innately understanding way in which these boys—and I am taking my prefects as typical—respond to the call of all that is best in the public school spirit. Dr. Norwood speaks of Arnold as offering to his Sixth Form “the adventure of becoming rulers and examples.” And, he adds, “youth responded, as it always will.” He is right. The Sixth Form at Rugby might be expected to respond to such a call, because the members sprang from stock which had always led and generally set the example. But here also are boys, sprung from stock knowing little of leadership or of example, yet equally responsive.

And, in a year or two my prefects will have to face what is called the “real” world. In the world which I have organised for them they will have proved themselves, I am confident, to have the public school spirit in the best sense of the term. What is going to happen to them? Will they be accepted in the “real” world as public school boys are accepted? The public school is an arduous training ground for character, and rich are the personalities which make the most of that chance. Rich are the rewards awaiting those personalities—and I speak in terms not of money or power alone, but in terms of abiding wealth. The public school spirit, emanating from the public school, is recognised and receives its meed. Well?

My dear H., there is, as Norwood says, one English tradition of education, but there are two traditions of reception of the products of that tradition: one for the children of the classes, and another for the children of the masses. Do you know what nearly all the employers I meet say when I tell them of a boy who is developing unusual powers?—“Of course, if he comes to us, he must be prepared to start at the bottom.” “Of course!” think I, “*And to stay there.*”

Pardon my bitterness, but I love these boys of mine, and I know their worth.

Yours ever,
G. S.

MISS H. V. STUART, of St. Leonard’s School, St. Andrews, Fife, will after Christmas succeed Miss Beatrice Mulliner as Head Mistress of the Sherborne School for Girls. Miss Mulliner was appointed in 1899 when the school was founded.

THE University College of the South-West, Exeter, has received a gift of £25,000 from Mr. E. J. Mardon, of New Court, Topsham. The gift, which has been gratefully accepted by the President, the Prince of Wales, is earmarked to provide a new residential hall.

AN AUSTRALIAN EXCHANGE.

By CAPTAIN G. N. COOMBS, B.A., B.Sc., F.R.G.S.

Teaching work seems to me much the same the world over. Going to Australia for work in the high schools, I found that British methods were very largely adopted. In Victoria, I was concerned with the training of student teachers for secondary education, certain schools being specially allocated as practising schools for this purpose. The standard of work in the high schools, technical schools, and the universities is equally as good as our own and the general conditions pleasanter. Pupils are subjected to a fairly rigid examination before entrance, and are made to purchase their own books. Religious instruction, where given, was undertaken by external bodies. Great facilities exist for outdoor sports—cricket, football under Australian rules, open-air swimming and lacrosse for the boys, hockey and basket ball for the girls, tennis for both. Boys in their final year at the high schools compulsorily attend the Cadet Corps under extraneous military authority. Many schools possess fine orchestras, which lead community singing of British and Australian songs.

From their earliest years all school pupils are taught to love the Flag, its history, and all it denotes.

I met quite a number of British visiting teachers working in the primary service in Victoria, and compared notes. Generally, our favourable impressions coincided, though I found that in some cases the opinion was held that in equipment and relative size of the classes the Old Country was preferable. In Australian State schools teachers are Civil Servants. The advantages are security of tenure, mobility within the State, and reasonable prospect of promotion for qualified senior assistants. Grades of seniority exist, with positions within the grades. A nomination for an appointment in a higher grade is open to appeal by anyone senior who desires the position, and I have known one member of a school staff appealing against the nomination of another—and being upheld! The highly centralised system of course entails much work at the offices of the Department, and inspections, departmental orders, and reports are far more prevalent than at home.

Teachers in England may desire to know what are the prospects of permanent employment in Australia. I consider that for quite young teachers they are reasonably good. It is necessary, however, to start low down in the scale and work your way up from grade to grade, also to take periods of service in the country districts. Salaries, except perhaps in New South Wales, are no higher than in England.

Outside the teaching service, Australia has little to offer at the present time to members of the professional or business classes. Half the population is concentrated in the big cities, where the competition for employment is acute. It is astonishing to find the comparatively few Australians who take up the development of the land, and how similar the lives of the people are to those in England. A great many of the immigrants, finding the life on the land uncongenial, drift back to the coast towns. This is unfortunate for a country largely dependent on its primary industries for its prosperity and development. I do not think that the cost of living is appreciably higher than at home, if one excepts house property, which is exceptionally dear, and articles bearing import duties. The Trade Unions are of course very strong, and labour is extremely well paid. "I left the plough for the classroom," said a New South Wales teacher recently, "but now I'm thinking of leaving the classroom for the plough!" Certainly for the skilled, and even unskilled, manual labourer, and for domestic service, Australia presents opportunities never possible in overcrowded England.

One cannot speak too well of the warm-hearted kindness extended to British visitors by the Australian people. Australia is geographically isolated, and her ties are with Britain, for whom she has a fervent love. The commemoration of Anzac Day is remarkable throughout the Commonwealth. Personally, I found service connexions greatly appreciated, but both the Education Departments and the Teachers' Union in Victoria were unsparing in effort to afford British visitors an interesting and happy time. The former, as far as possible, provided opportunities for service in different parts of the State; the latter organised tours and entertainments, even civic receptions in the provincial towns. "We wish to show our appreciation of what is done for us in England," was the parting message I received from the Professor of Education at Melbourne University.

For a teacher contemplating an Australian exchange, I would counsel, first, a calculation of the cost (with a margin), for it is considerably more expensive than a year of the ordinary routine. Then one must be prepared to set aside home interests almost entirely, for the period of absence. Leave everything in England on a sound basis, to allow for any eventuality. A travelling companion is very desirable, for otherwise journeys of exploration may give you long periods of loneliness. Finally, all our kinsmen overseas are justly proud of their countries and institutions, and "invidious comparisons are odious" to the Dominion mind.

SOME MEMORIES OF A SCHOOL INSPECTOR.

II. The Teachers.

By J. REEVES.

In earlier centuries schools of the more elementary type in England and other forward countries were commonly taught by workmen and women in their homes, while they plied their substantive occupations. In 1596, in his book, "The English Schoolmaster," Edmund Coote addressed such teachers as follows:—"To the unskilful, which desire to make use of it [the book] for their own private benefit, and to such men and women of trade as tailors, weavers, shopkeepers, seamsters, and such others as have undertaken the charge of teaching others . . . thou mayst sit at thy books or thy needle, and never hinder any work to hear thy scholars, after thou hast made this little book familiar to thee."

For a period to 1738 the German rural schoolmasters were granted the monopoly of tailoring in their villages to increase their incomes; and the school at Burgdorf in Switzerland, where Pestalozzi taught in 1799, was kept by a shoemaker.

In the towns, however, some full-time teachers were appointed even in the sixteenth century. The records of Newcastle, Staffordshire, for the year 1565, mention the first known school in the town, and state that "it is agreed to pay William Sabshed (the schoolmaster) XXVIs. VIIIId. [£1. 6s. 8d.] for one whole year." (In the same year a bellman was appointed at exactly the same salary; but in the following year the schoolmaster's pay rose to £10 a year, and the bellman's fell to £1.) A similar record from Malden, Massachusetts, dated 1752, states that "John Sprague is chosen schoolmaster for ye ensuing year to teach children to read and write and to *refmetic* according to his best skill, and he is to have ten pounds paid him by ye town for his pains."

Full-time teaching slowly increased in elementary schools, though many head teachers were often appointed from the ranks of disabled soldiers, sailors, injured or other workmen, who were no longer able to follow their accustomed avocations and lacked other means of subsistence. This type of teacher, however, had almost disappeared by 1895. I only encountered two examples, one being a one-armed sailor, whose chief apparent qualification was a stentorian voice, and the other a timid little old woman who had been some sort of private governess. The former case brought to remembrance a report of an inspector in 1840:—"I found the schoolroom empty and locked at 11 o'clock in the morning, and was credibly informed that it is no uncommon thing for the teacher

to be away for days together, and that once, in particular, during a long frost, he absented himself for thirty days in succession, under the plea that, having but one leg, he was afraid to venture along the road which led from his house to the schoolroom until the ice should be dissolved by a thaw."

It is well known that in this country the payment of elementary school teachers remained low until a few years ago. As late as 1918 or 1919 some of us were surprised and rather shocked when the competent chief assistant of a large school in the town in which I was then living left to join the police force on the ground that the payment and prospects of an ordinary policeman were superior to those of a teacher.

In such circumstances the teachers were necessarily recruited, in the main, from the poorer class, whose home training, from a cultural point of view, must often have been very defective. Thus hampered, and receiving an elementary education only, they were commonly appointed monitors, then pupil teachers, and subsequently, if they succeeded in passing a qualifying examination, assistant teachers. A few of these at first, and then a slowly increasing number, went to a training college. While acting as pupil teachers, many had to teach large classes during the greater part or even the whole of the school time, receiving more or less instruction from the head master or mistress before or after school hours, and studying, and also making any required preparation for teaching, at night. In several cases I learned that head teachers of rural schools had never been in any educational institution other than their own schools, where they began their careers as monitors. It need hardly be said that such teachers suffered from lack of contact with cultured people, and that their "education of life," like their scholastic education, must have been very meagre.

The professional lot of some of the older, ill-prepared teachers must have been far from enviable. Naturally, many were less successful than their younger and better-equipped colleagues, and some of them got adverse reports. Here and there one of these would turn to his log-book and say pathetically: "I have had forty years' experience of teaching and I get a report like this!" During recent years it has been commonly recognised that many of the most successful schools were, or are, in charge of younger teachers with, say, ten or a dozen years' experience. This is natural, for mere experience, no matter how prolonged, cannot com-

pete with the more effective practice that is based upon superior training and knowledge, except perhaps in simple and mechanical occupations.

The lack of pedagogical preparation was still more pronounced among the Article 68 or supplementary teachers, many of whom had received no preliminary training at all. The number of such teachers became temporarily increased during the war; and one of a good number of cases known to me was that of an ordinary, though bright and self-confident, servant girl who was put to teach the infant class in a country school. At the next visit of inspection this teacher, doubtless following some hints on method which she had received from the head mistress, when beginning a drawing lesson on a ball, drew the object on the blackboard and said to the class in broad Buckinghamshire speech (which is notable for the omission of the letter "t" at the ends of syllables, and has an admixture of cockney vowels):—"You pu' a li''le do' in the middle and then you go reound and reound and reound and reound."

In such circumstances, a low estimate of the teaching profession, and especially of the primary branch, was inevitable. But, happily, the worst features—under-education, under-pay, and over-work—are disappearing. Further progress will follow ample provision for the education and training of all teachers, both primary and secondary; in the multiplication of summer schools and "refresher courses" at training colleges and elsewhere, together with more and more easily accessible conferences and freer interchange of teachers. These measures will go hand in hand with the further development of libraries and other forms of intellectual provision, especially in the villages and smaller towns.

If, after thirty years' critical observation of the teaching and work of elementary schools, and in view of the many and serious animadversions which had been cast upon the results of the teaching, one were asked to give some estimate of the general efficiency attained, one would scarcely be prepared to say more than that the teaching is as efficient as can be expected when all the circumstances are considered. Like other bodies of people, teachers vary much in capacity and attainment; and owing to defects of education and training in many cases, the variation must be greater than in the medical or legal profession, where all the members receive substantially the same, and a reasonably full, education and training. While one has delightful memories of a number of teachers who are, or were, keenly enthusiastic, well cultured, and highly capable, one has also memories of many others of a very different type, and most of these were found in the village schools. The town schools naturally attract many of the best teachers, for they offer access to advantages not yet available for rural teachers.

LEGAL NOTES.

Pension Rights.

The case of *Nixon and others v. Attorney-General*, decided by Mr. Justice Clauson last month, though concerned with pensions in the Civil Service, is not without interest for teachers. The contention of the claimants was that the additional sum based on the cost of living bonus should be calculated on the full amount of annual bonus at date of retirement, and not on 75 per cent. of it, as ordered by a Treasury Minute of March 20, 1922. It was urged that this minute was contrary to the provisions of the Superannuation Act of 1859 as amended by Sections 1 and 3 (1) of the Act of 1909.

Not a Matter for the Courts.

The Court made short work of the claim. Sir William Jowitt contended that, apart from the clear language of the Acts themselves, it had been laid down repeatedly by the House of Lords and the Appeal Court that a Civil Servant could not claim a legal right to a pension. Mr. Justice Clauson agreed. The Courts had no jurisdiction. As Buckmaster, L.C., had said, though the expectation of superannuation could be relied on with full certainty, there was no basis of right which could be enforced by legal proceedings. There was no contract between a Civil Servant and the Crown, for no statute authorised anybody to enter into such a contract on the Crown's behalf. The action was dismissed.

Rights which are not "Legal."

There is one obvious difference between the Civil Servant's pension and the teacher's. The teacher is "a contributor." Does this fact establish a "legal right" to superannuation? It probably does not. For while the Civil Servant's Superannuation Acts make the Treasury the final arbiter, the Teacher's (Superannuation) Act gives the last word to the Board of Education. A marginal note (marginal notes are not part of the Act, it is true) to the First Schedule says, "No claim to superannuation allowances and gratuities as of right," and the clause to which that relates reads: "The decision of the Board on any question which may arise as to, or which may affect, the application of this Act to any person, or the qualification for any superannuation allowance or gratuity, or for the return of any balance of contributions, or the amount of any superannuation allowance or gratuity, or of any balance of contributions, or on any question which may arise as to the amount of the average salary of any teacher, shall be final." These three words suffice to oust the jurisdiction of the Courts.

MODERN SCHOOLING

A SCHEME OF CRAFTWORK.

By CHARLES R. LEVISON,

The Secondary School, Washington, Co. Durham.

It is hardly necessary nowadays to justify the inclusion of craftwork in the art course of schools. It is increasingly valued for its own sake, especially because it vitalises and gives point to art teaching; and it forms a much needed link between the manual room and the art room. So long as art work is remote from the practical things of life it will remain the interest of the few, and its cultural value to the majority will be slight. Not all drawing is intrinsically interesting, particularly to those with no special skill; but when it can be shown that the art course as a whole leads to practical applications of design and constructive exercises dealing with real things, the otherwise dull work becomes desirable. The effect of the introduction of craftwork upon those children who "cannot draw" is usually very marked. The work of children from eleven years of age to fourteen is most important; not only is their imaginative capacity greatest then, but a foundation of taste can be laid, and an interest in manual activities cultivated much more easily than either earlier or later in life.

The following scheme has been in operation some years now, and has been found to work well. It is not to be regarded as rigid and invariable—on the contrary it is very elastic in detail—but the main features are found to be worth keeping from year to year. Each class has one period of $1\frac{1}{2}$ hours per week for art work, and it is found that about half the year can be devoted to design and craftwork application of design, the remainder of the year being divided between a minimum of object drawing, some memory work, and a good deal of plant drawing both in line and colour. It is not found that the "drawing" suffers in consequence of the reduced time given to it, but on the contrary it is rather better. In addition to this time-table period, an art club meeting is held for $1\frac{1}{2}$ hours on Friday evenings. Attendance at this is voluntary and is open to all scholars up to the capacity of the room. Periodically this art club meeting is devoted to an exhibition or lantern lecture, but mainly it provides another opportunity for craftwork.

Roughly the same plan is adopted for each year's course, the exercises being graded for difficulty and the crafts introduced as follows:—

FIRST YEAR (11-12):

Lettering.—Roman capitals, monogram, illuminated initial letters.

Leather.—Serviette ring, bookmark, simple purse, comb case.

Gesso.—A circular box.

Pottery.—Teapot stand, tea plate, egg cup.

SECOND YEAR (12-13):

Lettering.—Pen forms and formal writing—a piece of writing with illuminated initial.

Painted Wood and Gesso.—Teapot stand (various shapes including hexagon and octagon).
Wooden calendar, rectangular boxes.

Lino Blocks.—For printed fabric.

Leather.—Purses, table mats.

Pottery.—Simple shapes of vases and bowls.

THIRD YEAR (13-14):

Lettering.—A small written book with illustrations, either made individually or jointly by a group. This exercise also involves binding and a tooled leather cover. Posters, menu card, concert programme, book plate.

Gesso.—Boxes of various sizes and shapes. Can often be applied to work done in manual room. Candlesticks, papier mâché bowls.

Lino Blocks and Zinc Blocks.—For book plates as well as for printed fabrics. Batik dyeing is here used sparingly as an alternative method of decorating fabrics.

Leather.—Handbags, table-runners, wallets, box tops, &c.

Pewter.—In thin sheets, used to model low relief ornament for decorating wooden articles.

Pottery.—Vases, bowls, dishes, &c.

In subsequent work beyond the third year, a considerable freedom of individual choice is given in the selection of crafts to be undertaken, and even in the third year some allowance is made for individual preferences. The proportion of spoiled work is small since a reasonable standard is insisted upon in the preliminary designs before any material is supplied. Thus the rate of progress varies widely, and it is not certain that every child will carry out every craft in the time allowed. The cost of materials is defrayed by the sale of the finished articles.

HENRY ADAMS ON HISTORY.

The following extract is taken from "The Education of Henry Adams," published by Messrs. Constable & Co. It gives some interesting views on history as a university study, based on the experiences of Henry Adams at Harvard.

"The whole problem of education is one of its cost in money. The lecture system of classes of hundreds, which was very much that of the twelfth century, suited Adams not at all. Bored from philosophy and bored by facts, he wanted to teach his students something not wholly useless. The number of students whose minds were of an order above the average was, in his experience, barely one in ten; the rest could not be much stimulated by any inducements a teacher could suggest. All were respectable, and in seven years of contact, Adams never had cause to complain of one; but nine minds in ten take polish passively, like a hard surface; only the tenth sensibly reacts.

"Adams thought that, as no one seemed to care what he did, he would try to cultivate this tenth mind, though necessarily at the expense of the other nine. He frankly acted on the rule that a teacher, who knew nothing of his subject, should not pretend to teach his scholars what he did not know, but should join them in trying to find the best way of learning it. . . .

"The task was doomed to failure for a reason which he could not control. Nothing is easier than to teach historical method, but, when learned, it has little use. History is a tangled skein that one may take up at any point, and break when one has unravelled enough; but complexity precedes evolution. The *Pteraspis* grins horribly from the closed entrance. One may not begin at the beginning, and one has but the loosest relative truths to follow up. Adams found himself obliged to force his material into some shape to which a method could be applied. He could think only of law as subject; the law school as end; and he took, as victims of his experiment, half-a-dozen highly intelligent young men who seemed willing to work. The course began with the beginning, as far as the books showed a beginning, in primitive man, and came down through the Salic Franks to the Norman English. Since no text-books existed, the professor refused to profess, knowing no more than his students, and the students read what they pleased and compared their results. As pedagogy, nothing could be more triumphant. The boys worked like rabbits, and dug holes all over the field of archaic society; no difficulty stopped them; unknown languages yielded before their attack, and customary law became familiar as the police court; undoubtedly they learned, after a fashion, to chase an idea, like a hare, through as dense a thicket of obscure facts as they were likely to meet at the bar; but

their teacher knew from his own experience that his wonderful method led nowhere, and they would have to exert themselves to get rid of it in the law school even more than they exerted themselves to acquire it in the college. Their science had no system, and could have none, since its subject was merely antiquarian. Try as hard as he might, the professor could not make it actual.

"What was the use of training an active mind to waste its energy? The experiments might in time train Adams as a professor, but this result was still less to his taste. He wanted to help the boys to a career, but not one of his many devices to stimulate the intellectual reaction of the student's mind satisfied either him or the students. For himself he was clear that the fault lay in the system, which could lead only to inertia. Such little knowledge of himself as he possessed warranted him in affirming that his mind required conflict, competition, contradiction even more than that of the student. He too wanted a rank-list to set his name upon. His reform of the system would have begun in the lecture-room at his own desk. He would have seated a rival assistant professor opposite him, whose business should be strictly limited to expressing opposite views. Nothing short of this would ever interest either the professor or the student; but of all university freaks, no irregularity shocked the intellectual atmosphere so much as contradiction or competition between teachers. In that respect the thirteenth-century university system was worth the whole teaching of the modern school."

Some Appointments

Mr. J. R. MATTHEWS, M.A., F.R.S.E., Lecturer in Botany at the University of Edinburgh, and formerly a Lecturer in Botany at Birkbeck College, London, has been appointed to the Professorship of Botany in Reading University.

Dr. BASIL YEAXLEE, a graduate of both Oxford and London, and once Assistant Minister at Emmanuel Congregational Church, Bootle, has been appointed Principal of Westhill Training College, Birmingham. Dr. Yeaxlee is a member of the B.B.C. Adult Education Committee.

Mr. AUBREY DE SELINCOURT, B.A., Rugby School and University College, Oxford, has been appointed Vice-Master of Clayesmore School, Winchester.

S'IL VOUS PLAÎT.

By PROFESSOR J. J. FINDLAY.

After repeated discussion with teachers about the teaching of French, it seems more and more clear that any reformation of foreign language learning must go hand in hand with radically new conceptions of mind processes concerned with language learning as a whole, that is with the learning of English as well as of a foreign language. Recently, in these columns, Dr. Jagger's "The Sentence Method of Teaching Reading" was under review. The psychology underlying his book must be accepted in the modern language classroom also if any progress is to be made. We are carried far beyond the bald principle of the Direct Method into a conception which falls in with the whole philosophy of language expounded by men like Sapir and Jespersen. We have to accept the sentence, or rather the complete idea, the full phrase, as the unit of expression.

Yesterday a schoolmaster picked out a phrase in the First Record which I recommend children to learn when they begin French. The little Huguette says: "*Un oiseau sonneur de cloches, cela ne c'est jamais vu!*" My critic was astonished and said: "You mean to tell me that a child can understand *cela ne c'est jamais vu* in the first weeks of learning French?" "Well," I replied, "Huguette, a little French girl, speaks the phrase; why not an English girl?" "But," he said, "you have so many difficult constructions, among them the reflexive verb, which beginners generally do not tackle until they have been at French for a year or two." "Huguette," I replied, "herself, as she used the phrase, had no thought or conception of these complicated grammatical structures. The whole phrase was to her a unit of experience which in English might be put into half-a-dozen terms; for example: 'I have never seen anything of the kind,' or 'What a silly idea!' If, then, the actual native user of this phrase has nothing in the back of her mind concerned with grammatical analysis, why should the foreigner *begin* by such analysis before he uses synthetically the whole sequence of sounds which these words represent?"

My critic may reply that Huguette can, if she likes, analyse the phrase, and since she is a French girl she no doubt knows the grammatical rules; but this reply is surely off the point. It is not even true that all French children, when they use these phrases, use them with the intelligence of the grammarian; but even when they do, the rapidity of thought far outruns the slow reflective processes necessary to construct *cela ne c'est jamais vu* like a cross-word puzzle. Language is not used or made by this route; the foreigner, therefore, who

wishes to express the idea, begins by taking the whole phrase—the complete "pattern," if we may use the terminology of the latest (Gestalt) psychology.

The teacher who wishes to grasp the position of this reform must be willing to set aside *pro tem.* all his preconceived notions, and consider what the reformer is aiming at. The learner, as I regard him, is engaged on a work of art, copying with all possible fidelity the whole behaviour of Huguette and her friends, as heard on the gramophone. This behaviour involves not only pronunciation, but pace, intonation, stress, rhythm—matters equally important for any successful apprehension of French, *as French people think and feel.* True, the learner, to make a respectable copy, needs to have a general idea of the meaning, and this is most rapidly given in his vernacular; but such a giving is not a word for word translation; it is merely a prop to help him to carry on. For before Huguette makes this lively interruption, other voices have been heard speaking sentences already copied and enjoyed by our learner. All he now requires, when copying Huguette's voice, is a general explanation of what she means, so that she can be intelligently rendered. The learner is very much in the position of an English soprano, who only knows a very few words of Italian, learning to sing an Italian song. Our latest psychology makes it very clear that in all the arts—in learning, for instance, a new stroke in golf, or a new step in music—the learner must apprehend the whole before his teacher cuts up the process into parts; the parts may be mastered all in good time, and in languages undoubtedly, in due time, the pupil must know the significance, the position, &c., of each word in *celu ne c'est jamais vu*, but that study must come at a later stage.

The title of this paper gives an even happier instance of the difference between the whole and the parts. The idea of *s'il vous plait* is not an idea which to us in England involves four words; if we wish to train our children in French courtesy this phrase should be used, as a whole, both by teacher and by scholars in the first week of learning French at the pace and with the rhythm that one hears in France. They will enjoy the exact reproduction of it as a whole long before they can understand the structure, and they will learn it, not as an isolated piece of linguistics, but in situations where the occasion demands this form of polite address.

This article is only a note in order to indicate the breadth and depth of problems raised when a modern language teacher once begins to let psychology, that is to-day the actual observation of mental process, reshape his procedure.

EDUCATION IN PRISON.

BY A PRISON VISITOR.

The modern cracksman does exist, but it is the fools and the tools who get caught. Isolated examples of brilliance and intellect do find their way behind prison bars but a very large number of the inmates of a prison are quite uneducated. This is especially noticeable in the case of a juvenile offender.

In order that a young man shall not be deprived of the benefits of education whilst in prison, in most of the big prisons proper classes are arranged. There is a classroom, just like an ordinary classroom, with single and double desks, a blackboard and easel, and maps and pictures. A schoolmaster is employed and evening classes are held, exactly on the same lines as outside.

The need for this supplement to prison routine will be realised when the fact is stated that, out of a class of thirty-four boys recently formed, twenty-five could neither read nor write and only five could both read and write with some pretence of culture. These boys averaged seventeen in age, the youngest being sixteen and the eldest twenty-two. They were mostly of the artisan class, representing miners, factory hands of all sorts, seamen and engineers. Two were clerks, both of good families.

There has been a good deal of outcry against the so-called softness of the modern prison system. Wireless concerts, outside lectures, football and cricket matches, gymnastics and theatrical performances have all come in for their share of criticism. It is necessary to understand that the prison system as we know it only dates from 1921. The old days are only eight years distant. The change can easily be described by saying that formerly a man came for punishment; now he comes to a kind of moral hospital, where doctors and nurses and lovers of humanity try to cure him of his malady, using for instruments and medicine the weapons of art, music, literature, and games. It is something new in the experience of a great many of the men and women who come to prison.

An extreme case recently passed through one big prison of a boy of eighteen who was sentenced to six months' imprisonment for thieving food. The prisoner was found guilty on six counts. It subsequently transpired—and that is where the prison comes in—that thirty-six people lived in the house he occupied and the largest bedroom was divided by chalk marks into quarters, one family occupying each quarter and one the middle, for sleeping purposes. There was no room for everybody to lie down together, so half of the men paced the street for half the night while the other men slept. Then they changed over at half-time.

Art, music, literature, and games were things

which hadn't been given a chance in this lad's life, and but for the zeal of his prison friends the facts would have remained hidden. As it was, it was possible to give him a new start, equipped with ambition, hope, and some of the finer things of life.

Under the old regime, causes did not trouble the authorities. A man sinned, therefore he was punished and that was all there was to it. He could sink or swim as he chose, afterwards. That was his lookout.

And so, in course of time, a criminal will probably be regarded in the same light as a sick man—namely, as a subject to be cured. Prisons will be called Detention Hospitals, Governors will be surgeons, and mental experts will form the staff.

BRIGHTER CLASSROOMS.

BY HENRY S. ABRAM,

Head Master, Council School, Thursby, Carlisle.

A few wrinkles which have assisted to brighten up the drab walls of classrooms in elementary schools.

1. Utilise odd lengths of wallpaper of suitable colour for mounting horizontal pictorial lines of time. Grey and fawn papers without floral pattern prove serviceable. The time may be measured off at the base a foot per century or more as desired.

Double or treble rows may be mounted, e.g. transport, dress, people. When the interest in the completed chart is waning it may be rolled and stored.

(The editor would please several readers if he continued the historical costume plates.)

2. Instead of the standard type of picture frame, use one with a hinged back. A collection of pictures may be stored in the frame and the pictures changed *ad lib*.

This kind of frame proves a boon in filing records such as:—Sun or rain, vertical ladder columns in two colours; wind; stars for the month; rotation of crops, local map; meteorological maps.

3. An ordinary exercise book for each subject can be used as a scrap album for press cuttings.

4. To mount large pictorial aids bind several sheets of brown paper, double elephant size. Two narrow boards, with butterfly screws to clamp, make good holdfasts which keep the sheets on the loose file system. Here again give one sheet to one subject or one century.

Finally, two points are worth noting: spring-clean periodically; be cautious in accepting pictures cut from books, which may belong to neighbouring establishments.

SOME EXPERIMENTS IN CORRELATION.

By C. TRENCHARD.

Those of us who suffered under bombing instructors, gas instructors, physical training and bayonet fighting instructors, *et hoc genus omne*, during the period of 1914-1918, may remember with what amusement, or irritation, we heard the same tale from each: how that their own particular craft was the sole way of salvation, and that the only way of destroying a German in a satisfactory manner was by shooting, stabbing, or poisoning him, according to the particular trade of the expert that had our attention, or at least our attendance, at the moment. Towards the end there was better correlation between the various methods of homicide, and even a musketry instructor admitted the possibility of other ways of killing a man than by a bullet.

With this memory still with us we sometimes wonder whether our pupils do not sometimes suffer from a similar plethora of experts, for, whatever advantages may be claimed for the principle of the form master pure and simple, the problem of the rival subject teachers will be always with us. The advanced work of the higher forms of any school is necessarily a matter for specialists, and, in a small secondary school with a limited staff, when once the main subjects are provided for, there is little or no margin for the employment of all-round form masters. The form system, therefore, breaks down at once, and the different subjects will be taken by their own specialists throughout the school. Even in a large public school, where the specialists are employed with advanced work and the lower and middle forms take form subjects with a form master, we do not eliminate the specialist element entirely. Some subjects must lie outside the scope of the average form master, and the form master himself usually has his own pet subject or personal bias. This is reflected in the pupil. A boy will often show his particular bent at an early age. This development may be spontaneous, or it may be influenced by the special interest of his form master, or by the fact that the specialist in one particular subject has a stronger personality or a more effective method than the other specialists. Whatever the reason may be, the boy develops more rapidly along one line than another.

It may be contended that there is small harm here, and that there is a great deal of nonsense talked to-day about the evils of premature specialisation. This may or may not be true, but the fact remains that examinations are still with us. It is not very many years ago that students whose work was to be in science had to enter the university through the door of Greek, and to obtain a "School Certificate" with matriculation exemption it is still

necessary for a boy to pass with credit in the three groups of which one consists of languages or a language. The standard demanded may not seem high, but it is there nevertheless, and, although a large percentage of those who fail may do so through general weakness, it still happens that a candidate may do quite brilliantly in one branch of his studies and yet be rejected. How can we help him? Not, it is to be hoped, by "cramming."

One of the changes brought about in modern warfare as a result of recent lessons has been a revolution in the method of attack. Previously the principle had been to find out the enemy's main points of resistance and to concentrate upon them. The modern method is by "infiltration." The assailants no longer dash their heads against the strong point but look for what is known as the "soft spot" and then exploit it. Troops filter through the gap that has been found or made, the position is turned and the strong points are isolated to be reduced at leisure.

In our school war this process of infiltration is carried out by correlation. We "exploit the weak spot" and approach the difficult subject along the lines that are easier to us. Let us take a concrete instance.

X. is a fair mathematician and is tolerably good at Science. He wishes to matriculate at the provincial university with a view to taking a Science Course. This he will never do unless his French improves, and it is the only foreign language that he can offer for the second group. He is, however, extremely good at History. The son of a soldier he was attracted towards it first of all from the military point of view, and through this introduction he has been fairly successful in the subject as a whole. He is interested in the study of the Waterloo campaign and is confronted with the problem of the degree of culpability that we are to assign to Grouchy. To enable him to get to the heart of the matter we put before him the operation orders in the original French. By the time that he has made his own solution of the tactical problem he has discovered a new purpose in the study of the language. This may be turned judiciously to a new interest if we strike while the iron is hot and lead him on to read Ségur (*films*), Thiers, Michelet, Mignet, Lanfrey, and Erckmann-Chatrion. His vocabulary becomes enriched and he is more interested in arriving at the exact shade of meaning of the French phrases with which he is wrestling. The enemy has, as it were, been outflanked and the position is carried, not by the costly frontal attack of enforcing the obnoxious subject *ad nauseam* but

by the more judicious system of infiltration by means of the more favoured study.

Correlation of Geography and History or of History and English Literature is too common and obvious a device to need further elaboration here, but some of the possibilities of the workshop may be worth attention. Frequently, though not invariably, the dull boy may be seen at his best there. He feels that he can at least work with his hands. Let him. Suppose that his trouble is Greek. He is floundering in the difficulties of Thucydides and we are in the middle of the siege of Plataea. Set the class to provide a model (or individual models) of the Lacedaemonian walls of circumvallation. Just as the Plataeans counted the bricks in the wall in order to make their ladders of the correct length, so will our handicraft enthusiast approach his Greek lesson with greater zest in order that the work on which he is interested may be correct in dimension and detail.

Or, again, we may be concerned with the geography of a junior class. The work for the current term is to be the study of a particular area. In this particular instance let it be supposed that the special subject is our own county and the use of the ordnance map. Contours and sections prove a difficulty. Let us then make our own relief map of the district as a concentrated form effort.

We first make a wooden box the same area as the sheet of the 6 in. map. This is filled with strips of wood closely fitting and standing on edge. Their measurements are 1 in. thick, 6 in. to 9 in. high, and length according to whether the general lie of the country favours our sections being cut from N. to S. or from E. to W. In this particular case the chief natural feature is an escarpment facing West and running almost due North and South. Our sections will therefore run from E. to W.

Our best carpenters have made the box. Each boy will be responsible for one or more strips. If the class is about 25-30 there will probably be one strip for each. The 6 in. ordnance sheet is then taken, the contour lines are strengthened in red, and the map is divided by parallel lines running E. to W. to correspond with the edges of the strips. These areas are numbered from N. to S. and each boy is entrusted with the area that corresponds to his strip. He first draws on paper two careful sections, to the scale of the required relief map, along the lines that border the North and South of his area, and when these have been tested and passed he then transfers them to the flat side of his strip. When this has been also tested and passed, he then cuts down the top edge of the strip to the line of the sections on the flat sides, great care being taken where any eccentricities of contour occur between the two lines of section. When our

strips are fitted together in their proper order in the box they will give us our relief map of the district, which may now be coloured on the layer or any other system. Any one strip taken out will show us two sections from E. to W., while the East and West edges of the relief map will give us two sections from N. to S.

We have, therefore, at one and the same time provided the school with a useful piece of apparatus, carried out an exercise in Woodwork that has required careful draughtsmanship and handling of tools, mastered the meaning and value of contour lines and sections, and learnt the main physical features of our area in a way that we are likely to remember.

EIGHTY YEARS AGO.

Gleanings from our Earlier Volumes.

December, 1849.—A Holiday Reflection.

"Hope and blessing to the Preceptor; if he so arrange his affairs as to be free from debts and creditors, from the possible causes of professional harass; a hard task we admit, but not impracticable, for one determined for wise purposes to keep holiday. Idleness, however, never proves holiday for men of business; the vacation always brings to active minds a space not to be passed over, but filled up, and on that filling up depends for professional educators the advantage of the holidays—their hope and blessing. With professional cares and duties, in the strict and daily sense, it must by no means be filled up. But there is a professional duty, sufficiently removed from the ordinary routine to be highly recreative, yet so closely connected with the interests of every professional educator as to be in the highest degree imperative—the movement that has for its object the elevation of the profession."

French.

L'EPOPEE DE ROLAND ET DE CHARLEMAGNE: by W. G. Hartog. (2s. Longmans.)

"Here is a story, simple, fine, and thrilling, which lies near the root of French literature, and with which all who are learning French should sooner or later be acquainted."

English schoolboys can hardly be expected to read the original "Chanson de Roland." The next best thing is offered here, a prose version in simple straightforward French, free from archaisms and difficult Gallicisms, and well within the powers of second year classes. We cannot find it in our heart to regret the absence of historical and grammatical notes. Questionnaires, a few grammar exercises, and vocabulary are appended.

A. B. G.

DO CHILDREN LIKE GOOD MUSIC?

By a MUSIC TEACHER.

In the following article an experienced teacher of music offers useful advice concerning the place of gramophone records and wireless reception in providing illustrations for class use.

Emphatically yes. Children do like good music if they get a chance to hear it.

I have proved it over and over again.

I take weekly singing classes in a Preparatory School in which the lowest form consists of boys from six to eight, and the highest of boys from twelve to fourteen.

About once a month, instead of singing, I prepare a selection of twelve gramophone records, purposely very mixed, and ranging from Mozart and Wagner to light opera and modern dance music.

When I have played one record, I make the boys write down how many marks they give it, ten being the maximum. At the end I add the marks together and find out in what order of popularity the records have been placed.

To my joy, I have never yet found jazz anywhere but at the bottom or very near it.

Elgar and Wagner are always very near the top, and two such very dissimilar composers as Beethoven and Mendelssohn are both popular.

One small boy of seven sits with his eyes shut, blissfully listening to Stravinsky's "Fire-Bird." When I played Weber's "Oberon" overture he told me it was "too jazzy" for him! Another who is just eight beats time happily through either the overture to "Tannhäuser" or the overture to "The Flying Dutchman."

I am perfectly convinced that, naturally, the majority of children like good music, and it is fortunate that they are getting more chance of hearing it, with wireless and with the cheap issues of classical records.

I hope that their parents will let them have these records. That this, unfortunately, is not always the case I have proved by some of my own boys, who have told me sadly that they have no records at home except dance tunes. And these boys thoroughly appreciate good music when it is played to them.

Regarding music as a whole in schools, I am afraid boys do not always get as much help as girls. Girls' schools have always treated musical training as being very necessary, and the public schools are now doing a great deal for music. But there are still many preparatory schools where the boys do not even have one singing class, and where they never hear the gramophone.

This is quite wrong, as the time to teach children to have a real love of music is when they are quite young, and one of the best ways to foster this love of music is to let them sing.

Folk songs, and any good songs which have a small compass, a good tune, and good words are all suitable.

Music is also one of the best aids to stimulating a child's imagination. I often play the boys a piece of "programme" music, perhaps the "Ride of the Valkyries," or something else describing some definite thing.

I do not tell them what the music is describing, but I play it over two or three times, while they listen carefully, and then I make them write down what the music has told them or what story they heard in it. I get some very interesting results and the boys love it.

This also teaches them really to listen to music, and to find all kinds of things in it which they would never otherwise have noticed.

I have been teaching now in one school for over ten years, and have had several hundred boys in my classes, and I can honestly say that it is a rare thing to find a boy who does not give highest marks to good music, and who does not thoroughly enjoy listening to it.

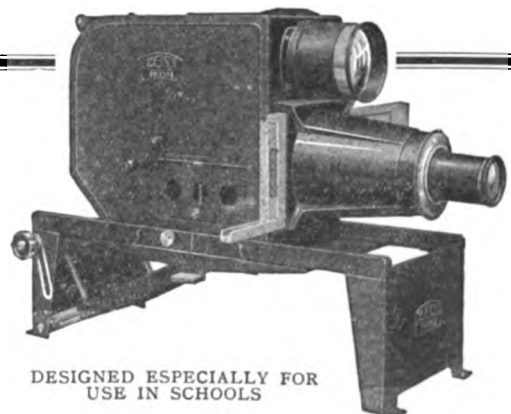
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WHY TEACH ESSAYS? An Art not demanded To-day.

By LEWIS M. WAY.

Essays are unmarketable. Any editor will tell you that. With ever-increasing competition, the public has no time for wordiness. It demands brevity in everything it reads—whether newspapers or novels.

Yet, in spite of this obvious fact, schoolmasters continue persistently to instruct their pupils in the art of writing essays. I expect they teach it very well, and the boys may produce some really fine descriptions of "Moonlight Nights" or "Spring Flowers," but I doubt whether such writing would ever find its way into print.

I greatly doubt, also, whether the teacher, even though he enjoy reading his pupils' work in the course of his duties, would not be inclined to skip such writing if he came upon it in his newspaper. "Then why—"? "To teach the boys how to write good English," is the instant reply.

Quite so! But why must good English always be combined with an out-of-date style? Why make boys write long descriptions of the ordinary phenomena of everyday life, or, worse still, such unimaginative expositions as those relating to, say, "A Christmas Party" or "Summer Holidays," when editors are simply clamouring for concise, well-written articles on topics of the day?

Many people think that journalism and good English can never go together. But the clarity and dignity of style attained by many of the leaders in such newspapers as *The Times* are a credit to modern English literature.

Therefore this is my Utopia! Begin at the beginning. Teach boys the way to write good, short, vigorous paragraphs, well expressed and well written, on any subject of interest they come across in their everyday routine. This will give them that alertness and power of observation which are essential to success in whatever profession they may afterwards take up.

Then, when they can do that with efficiency, let them write short articles, where before they have written paragraphs, and finally set them to study their newspapers, encourage them to read their classics, and awaken their interest in all the problems of to-day. Wherever possible, see that any article of merit is sent to the newspapers. It will breed enthusiasm and pride in their work.

Thus there will issue forth from our schools, not the "Complete Journalist," nor even the complete novelist-to-be, but a better citizen, interested in the problems of his country and of the world, trained in observation and alertness, better educated, and full of keenness for his work.

GROUND BEETLES.

By M. L. BROOKE.

From the gardener's point of view the ground beetle is worthy not only of toleration but of encouragement. A hunter innate, with a palate that appreciates most of the small insects and molluscs that mankind detests, his restless researches and frequent meals ought certainly to induce care that a life so useful may not be shortened unnecessarily.

Ocypus pedator, which is here illustrated, is a near relative of *Ocypus olens*, the "devil's coach-horse"; one of the rove beetles that may be included with the present group, although they are strong fliers. *Ovens* is a most valuable ally to the gardener, though generally slain at sight on account of its aggressive ways and noxious appearance. Hunting worms, slugs, caterpillars, and others of the larger insects is its occupation: it has to fight for its food, and, with its strong jaws, does so vigorously. At such times it will turn its tail over its back, and from a ready store discharge a yellow vapour which may be narcotic in its effects. It is a strong flier, a capable insect of useful qualities, but yet unpopular.

Carabus violaceus is another beetle of this kind, well known by appearance if not by name. Like others of its genus it is a handsome insect, sometimes more than an inch long. In colour its back is a dark violet edged with a metallic sheen, while beneath it is black, with gleams of green or blue.

When beetles fly it is by means of membranous wings which lie in exact folds beneath the elytrae or hard outer wings. But the *Carabus* beetles have their elytrae fixed and are not fliers.

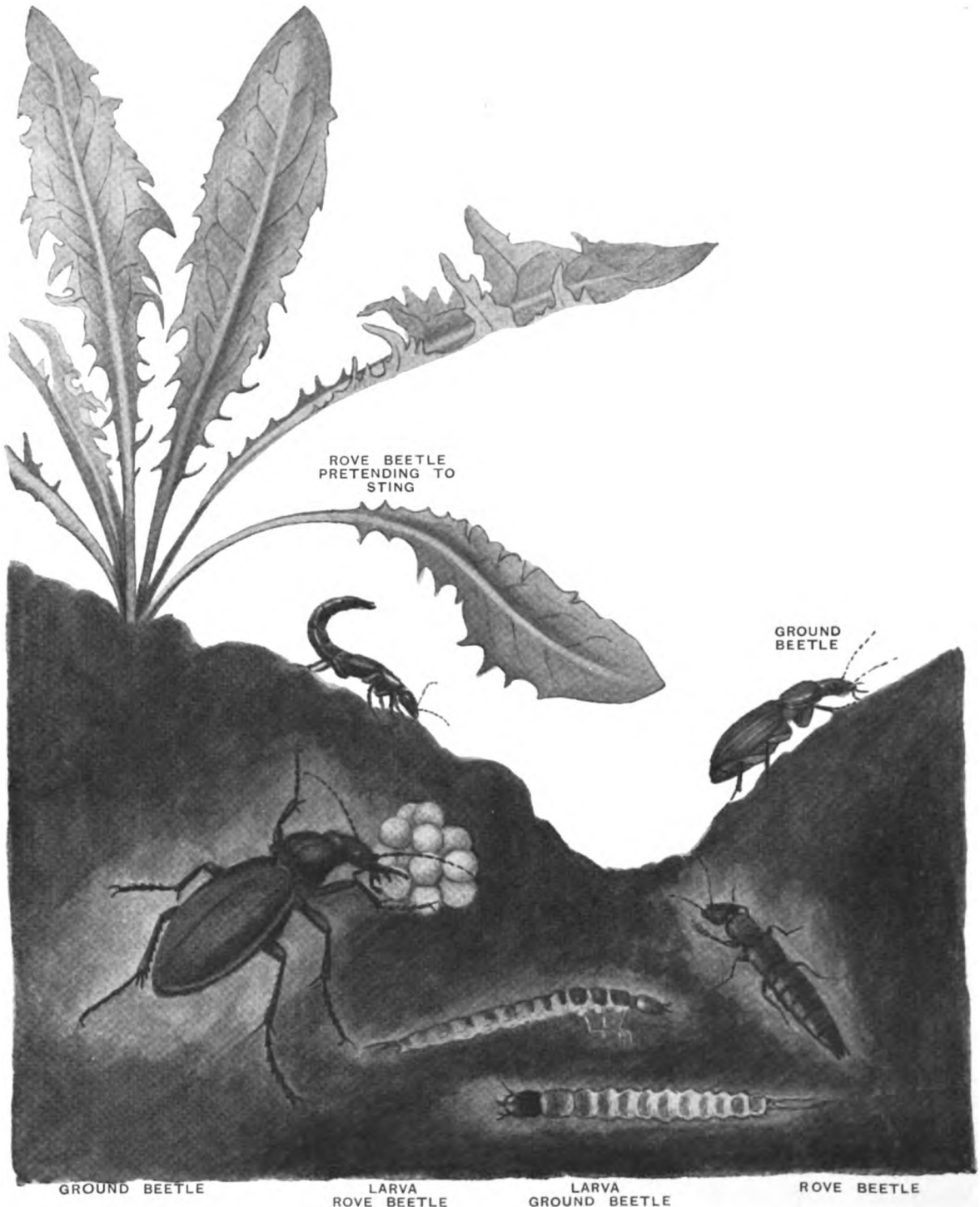
The *Pterostichus* (or streaked wing) genus has some members that are both common and useful; it takes its name from the lines upon the elytrae. Their larvae are of a softer construction than those of the *Carabus*.

Formerly ground beetles were thought to be entirely carnivorous; but it is now certain that, like insect-eating birds, some species at times attack such vegetation as wheat, roots, and strawberries. Even allowing for this occasional tendency, we may be satisfied that they do more good than harm when the number of pests daily consumed by them is realised.

Some of the members of the genus *Harpalus* are held to be guilty of such irregular vegetarian raids, and species of the *Zabrus* genus and that of *Calathus* have also been accused of these habits.

When it is suspected that such practices are afoot, jars half filled with water, to which sugar or odorous meat may have been added, are sunk, as traps, in the earth; but should be removed as soon as possible, since the common work of the beetle is of so much value.

THE "EDUCATION OUTLOOK" PICTURES



GROUND BEETLE

LARVA
ROVE BEETLE

LARVA
GROUND BEETLE

ROVE BEETLE

GROUND and ROVE BEETLES

Drawn by Winifred Brooke

THE SPECIAL SERVICES OF EDUCATION IN LONDON.

This is the title of a most useful little book published by Hodder and Stoughton, which gives an account of the measures directed to the health and welfare of children attending London elementary schools, and to the care of those who are defective, neglected, or delinquent. It is not a book of statistics and tables of expenditure; it is really a history, brought up to date, of what may be termed "statutory philanthropy" on behalf of children. The Londoner is familiar with London's elementary schools; he may at times meet their pupils and occasionally hear of the existence of their teachers; but there is a side of the educational work of the London County Council which may never obtrude itself on his consciousness. It is a side that is well worth his attention. If he spends an hour or so with this little book he will probably say, as Professor Parsons said to the British Association in 1927—"Never again shall I grudge any taxes which I may be called upon to pay for education, since I realise that, under the cloak of education, London at least is doing its utmost to change a C3 into an A1 population."

Though much had been done before 1870 to ameliorate the lot of children suffering from poverty and neglect—the Ragged School Union was founded in 1844, the Reformatory and Refuge Union and the Barnardo Homes in 1866—the State's interest really began in 1870. The Act of that year was an Education Act, but it was more than that. Sir William Hamer, formerly Medical Officer for London, described it as "the greatest public health Act ever passed." From it grew a crop of legislative enactments which have enabled the Local Authorities, especially London, to carry out an enormous work for the improvement of the bodies as well as the minds of children.

The account given of the work falls under three heads: Care Committees and the School Medical Service; Special Schools; and Juvenile Delinquency. The first step was to see to it that children were properly fed, and long before the Provision of Meals Act of 1906, the old School Board and the later Council were devising ways and means with the help of voluntary agencies and workers. Thousands of children in the early days suffered from malnutrition. At the beginning of the century 10.5 per cent. of children attending school in poor districts were underfed. To-day, according to the estimate of the Medical Officer, the percentage is 1.5 of the school roll—some 10,000, that is. About 3,000 are now

receiving dinners, and 9,000 are having specified quantities of milk or doses of cod-liver oil on the recommendation of the school doctors.

Then came the School Medical Service, and the records show what has been done to improve the general health and physique of the elementary school child. The first careful weighing and measuring was carried out in a group of South London schools in 1904. Twenty years later it was found that the average eight-year-old boy was half-an-inch taller and three-quarters of a pound heavier than his fore-runner had been. There are officers in the service of the Council, we are told, who can remember, in the early days of medical inspections, when children were actually found to have been sewn into their clothes for the winter! Contrast the lot of the London child to-day—and the photographs with which the book is generously supplied will help to reveal the difference.

But the medical inspection of all children, and the feeding of the necessitous, form but a portion of the social services rendered "under the cloak of education." Something like one-half the children attending special schools in England and Wales are in London special schools. Over thirteen thousand children are prevented through some mental or physical defect from benefiting by attendance at an ordinary elementary school. In London they are grouped into eight classes: blind, partially blind, deaf, partially deaf, mentally defective, physically defective, tuberculous, and epileptic. It was just over thirty years ago that the first public elementary school for the physically defective came into being, and now there are schools for every one of these groups. This part of the book is perhaps more impressive than the rest, for it gives striking proof of the wonderful work that has been accomplished. Every one of these 13,500 children, who without the foster-parental care of the Council might have drifted into a condition of helplessness and misery, is being set upon the road to becoming a useful citizen learning how to get happiness from skilled labour and achievement. Not all, of course, attain such skill as did the *handless* boy who made the remarkable drawing which forms the frontispiece to the book (he is now at the Royal School of Art); or such academic success as the blind girl who graduated with honours in Arts at London University; but such records only differ in degree from the results in other cases of the care and devotion with which these handicapped children are tended and nurtured. This chapter, and the third on Juvenile Delinquency, will open the eyes of many who before had no notion at all of what the London County Council are doing for the London child "under the cloak of education."

LETTERS TO THE EDITOR.

Raising the School Age.

Sir,—I thank you for inserting my letter on the extension of the school age in your last issue, and, as the subject looms menacingly in the future and must necessarily lead to considerable discussion and rearrangement, I should be grateful for your further indulgence. It may be held that I take a limited view of the outlook, but I think it will ultimately be found that some of the considerations I have brought forward have not been sufficiently taken into account by our *soi-disant* legislators, particularly as they affect those districts with which my former letter was especially concerned.

Bearing in mind the discordant elements in the country and in the House of Commons, I am not impressed by the fact that the three political parties find themselves in agreement on this policy. Democracies are always imperfectly instructed as to the best time and the best mode in which projected reforms may be carried out, and where, as in the present case, three political parties are involved, each, in turn, endeavours to outbid its rivals in throwing sops to Cerberus.

In respect of elementary education, the partial failure one laments is due to the fact that regulations are made to apply to children in the mass. The proposed schemes furnish no exception.

Naturally, I was not unaware of the fact that it is proposed to draft the elder children into central schools and to enlarge the technical side of education. These proposals do not find much favour even in localities which are urban in character, but, in regard to rural districts, the difficulties are multiplied. Objections on the part of parents are justified, inasmuch as the elder children would be unable to shepherd the younger children to school, and the daily transport of the pupils would bring about a distortion of domestic life.

It is not surprising that bodies of teachers, Education Authorities, and the bureaucracy of the Education Office would be in favour of an extension of the system they administer, but signs are not wanting that many teachers view with apprehension and disfavour the projected extension of school life. Such assurances have reached me privately. In a letter now before me, my correspondent (a teacher of long standing) writes:—"I have just read your letter in the paper, and cordially agree with the opinion therein expressed."

The question of expense affects different people in different ways. A Latin proverb runs to the effect that "the empty traveller laughs at the highwayman." A large proportion of those who are most insistent on the change are content that others should find the enormous sums of money which will be necessary for the extension of school buildings,

provision of additional teachers, maintenance grants and manifold incidental expenses.

This additional cost will fall very largely upon the middle class. This class (the most thrifty and deserving in the community) is not only called upon to educate its own children, but also to a great extent the children of all manual workers. As I have said, farmers are particularly hit by this state of things, for they are doomed to find that the children for whose education they have been paying are, in the end, both unwilling and unable to engage in farm work. This will be accentuated when the leaving age is raised to fifteen. It is said that henceforward the instruction is to be less literary and more practical than formerly. I am sceptical as to the results of this change upon those who might normally be destined for agricultural life. For these, teaching from a text-book and playing at the bench will be found to be but a poor preparation.

Of course the community would be found willing to make any sacrifice if good results were assured, but that issue is in doubt, and, in such matters as these, when the die is cast, the issue is irrevocable.

Further, the new projects will increase enormously the difficulties under which non-provided schools labour. The founders and sustainers of such schools—as pioneers of elementary education—might be supposed to merit sympathetic treatment from the State; but what is the fact? Whilst provided schools can draw upon a bottomless purse, the others are handicapped in a most serious fashion.

But this letter is so long that it is impossible to labour the point further, although it forms a serious factor in the situation.

J. O. BEVAN, M.A., F.S.A.

Eastbourne,

November 5th, 1929.

[This letter is referred to in "Notes and Comments."—Editor.]

German.

AUF FORSCHERFAHRT: by A. E. Brehm; edited by G. F. Franklin. (1s. 6d. Bell.)

This attractive-looking little book, containing two very lively accounts of the habits of the Pelican and of the Eiderduck, is intended for students preparing for the School (?School Certificate) Examination. The text is divided into sections to each of which (fortunately at the end of the story) there are appended a set of questions, direct method exercises, and a piece of English prose for translation. Brehm's language seems somewhat too advanced for a School Certificate class, but the style is very pleasant and the matter should appeal to normal people of all ages.

J. S. H.

NEWS OF THE MONTH.

From Law Student to Principal

Dr. Edwin Deller, who succeeds Dr. Franklin Sibly as Principal of London University, was once in the service of the Kent Education Committee. As an Intercollegiate Law student he took his LL.B. in 1911 and obtained the LL.D. in 1916. From 1912 to 1920 he was on the administrative staff of the University, to which he returned as Academic Registrar in 1921, after a brief absence as Assistant Secretary to the Royal Society.

Oxford Declines.

Dr. J. M. Walker left a sum of money to Oxford Convocation, the income from which was to be devoted to the provision of an annual prize for an essay on Church History, the competitors to be male members of the Church of England. The legacy has been disclaimed on the ground that the policy of the University is to throw open all University prizes to women as well as men, and the restriction of the prize to members of the Church of England is opposed to the practice of Oxford. It is not easy to see why the reasonable wishes of a testator should not be respected. Neither a Jew nor a Hindu is likely to attempt an essay on Church History. A more understandable ground for disclaiming the legacy is the fact that Convocation is not a Corporation and has no power to accept or administer a gift of this kind.

"Stowe Show."

Stowe School's annual entertainment for the benefit of the Stowe Club for Working Boys at Marylebone will take place at the Rudolf Steiner Hall on December 19, at 2.30 and 8.30 p.m. The programme—the performers are all members of the school—will include Galsworthy's "The Little Man" and Miss Gertrude Jennings's "Anything to Declare," as well as a "Musical Melodrama" and some orchestral items. On Monday the 16th a dance at Grosvenor House, Park Lane, will be held, the proceeds of which will also go to the Club.

Leaving London.

The Merchant Taylors' Company have decided to remove their school from Charterhouse Square to a site of 250 acres adjoining Sandy Lodge Station, near Rickmansworth. The school was founded in 1561, and Rickmansworth will be its third home. Notwithstanding additions and improvements, the present buildings are inadequate for a school for 500 boys.

The School Leaving Age.

The Archbishop of Wales, at Rhyl, expressed his doubts of the wisdom of raising the school leaving age. It was going to bring, he said, great perplexity to some working men's homes if five or six

children were kept at school till they were at least fifteen years of age. Such compulsion was an infringement of personal liberty, and if it entailed the Government clothing and feeding of children, he was inclined to think that was a rather perilous form of Socialistic interference. When they took away the independence of the individual they also took away his liberty. But surely any compulsion infringes personal liberty.

Arms and the School.

Harrovians have been studying Heraldry. Dr. Norwood, the head master, says that the emblems hitherto associated with the school, the lion and the crossed arrows, are armorially correct only when shown in combination. The arms now assigned to Harrow—previous coats have not been authentic—are: "Azure a lion rampant, in dexter chief, two arrows in saltire points downward, tied in the centre with a bow, enfiled with a wreath of laurel, all argent."

A Nursery School Training College.

The open-air nursery school founded by Miss Margaret and Miss Rachel McMillan at Deptford will soon have an extension—the Rachel McMillan Training College, of which Lady Astor, M.P., laid the foundation stone last month. The land for the building in Creek Road was given by Lord Astor. Miss Rachel McMillan died in 1917.

Wanted £50,000.

The League of Empire is making an appeal for a fund of £50,000 for the purpose of opening a suitable home centre in London, for the accommodation of overseas teachers. Here teachers from all parts of the Empire will be able to meet for professional and friendly intercourse. Such a sum will be required if the work for the interchange of teachers is to be safeguarded—a most valuable scheme fostered by the League. Since the scheme was inaugurated some 1,600 teachers have had the advantage of experience under an overseas authority. Donations to the Fund should be sent to the Hon. Treasurer, Lord Askwith, 124 Belgrave Road, Westminster, S.W.1.

Bedford's Parent Associations.

Parents' Associations have their critics, but in Bedford they are making a great success of them. A few years after the War an Association was formed in connexion with the Bedford Modern School. Two years ago the school wanted about £3,000 to change over its gymnasium and hall—and most of that sum has now been provided by the Parents' Association. There are already eight or nine such Associations in Bedfordshire, and it is hoped to raise the number to at least twelve this winter.

LITERARY SECTION.

BOOKS AND THE MAN.

The English Tradition.

At the low price of 10s. 6d. may be bought a handsome volume, published by John Murray under the title "The English Tradition of Education," and written by Dr. Cyril Norwood, Head Master of Harrow. It is a book of profound interest and outstanding merit, revealing the spirit of an idealist and the experience of a working schoolmaster. Dr. Norwood is no iconoclast. He sees the merits of our great boarding schools while being awake to their defects. He is perhaps over-sanguine when he tells us that "they have in them that proof of vitality which consists in variety and the power to make experiment." In support of this claim he mentions Holt School and Oundle, not forgetting to name the head masters, Howson and Sanderson, whose courage in experiment led to their success. But these are only two among many. The rest show little variety or individuality and some have little vitality. For these defects we may find some cause if we turn to Dr. Norwood's opinions on preparatory schools. "Anybody may open a preparatory school: he may engage in the work for the sake of education, or for the sake of commercial success. . . . He will not be subjected to inspection, and the sole test of his work will be whether or no his pupils can pass into the public schools." Another cause may be found in his comment on public school masters: "There are those who join the staffs of public schools because for them it is the line of least resistance, because the holidays are long, there is ample opportunity for playing games, and the company is congenial. These are the men who do not study education, though it is nominally their life's work, but hand on a rule-of-thumb tradition. They are ignorant not only of other systems of education, but of other parts of the system of their own country: they have a dim idea that all other schools are some form of Board Schools, a term which they retain from the vague impressions of their youth. They may have seen no school but the one in which they are." A third cause may be found in Dr. Norwood's indictment of the School Certificate Examination as imposing the curriculum on schools. "An increasing number are being forced up to an examination for which they are not intellectually fit, and

which prevents them from receiving the education which the schools would wish to give them, and which would prove of far more benefit as a preparation for life."

Here are three counts, and for each the head masters are responsible. They can reform the Common Entrance Examination and impose on preparatory schools whatever standards they see fit. They can refuse to appoint or retain the casual amateur on their staffs. They can alter the conditions of the School Certificate—a task in which they will be eagerly aided by their women colleagues. Their failure to bestir themselves in these matters is to be regretted, and it cannot be excused on the ground that the head master of a public school is wholly absorbed in the concerns of his own establishment. It may perhaps be explained by the fact that he is seldom interested in the wider problems of education, that in his particular wood or thicket he can see nothing but individual trees.

Broadly, this is the burden of Dr. Norwood's book.

He regards education as one, and has little patience with the passion for sectionalism which afflicts so many of those engaged in our schools. He says: "I have a vision of a teaching profession which shall be a single service, not because the names of all who teach are written down in one column of a single register, but because they are bound together by a single spirit in the service of a common ideal. One grade will not look askance at the other, nor will individuals continue to regard their own schools as fortresses from which, with the drawbridge raised, they look out over the walls at rivals and possible enemies, thanking God the while that they are not as other men are."

On this I would observe that the Register is important as the symbol of the unity which Dr. Norwood desires. He writes of "The Tradition," but in truth there are several traditions, one of our public schools, one of our public elementary schools (with grudging parsimony as its chief feature), one of our independent schools (with official discouragement as its chief handicap), and one of our secondary schools for girls. To bring together these varied traditions on the common ground of educational service is a task which calls for wide vision and assiduous study of principles. The technique of teaching must be reconsidered, but even more necessary is a reconsideration of the relation between our educational system and the needs of a modern community. Dr. Norwood approaches these problems from the right angle, and his book deserves the attention of all teachers and administrators.

SELIM MILLS.

CHRISTMAS BOOKS OF 1929.

The approach of Christmas brings a flow of gift books. Brief notices will be found below, but a general remark is that the books are increasingly free from the old fault of being "written down" to children. There is a steady improvement in production, especially in regard to the size of type and the quality of illustrations, and many of the volumes are marvels of cheapness.

A. AND C. BLACK, LTD.

Sung by the Sea: by Anne Macdonald. 3s. 6d. net.

Rebecca of Sunnybrook Farm: by Kate Douglas Wiggin. 2s. 6d. net.

David Livingstone: by G. E. Mitton. 2s. 6d. net.

Berlin: by Siepen-Hetherington. 2s. 6d. net.

Creatures of the Night: by J. Morton and W. Vaizey. 1s. 6d. net.

Messrs. A. and C. Black send an assorted set of books, each attractive in its own way. The poems of Anne Macdonald are excellent for young folk and the illustrations are charming, as one expects from Dorothy M. Wheeler. Rebecca's life story from eleven to seventeen, as told by Kate Douglas Wiggin, is already well known, and this new edition will be heartily welcomed. There is an excellent nature book with illustrations, and in the "Peeps At" series we have the story of Livingstone and a vivid account of like in Berlin.

BLACKIE AND SON, LTD.

Blackie's Boys' Annual. 5s. net.

The Road to Mandalay: by Major J. T. Gorman. 5s. net.

The Children of Chiltern Towers: by M. Humble-Smith. 5s. net.

Three Against the Gang: by N. Blake. 3s. 6d. net.

Captain Starlight: by P. F. Westerman. 3s. 6d. net.

Hilda at School: by P. Garrard. 3s. 6d. net.

With Frederick the Great: by G. A. Henty. 3s. 6d. net.

The Guide Adventurers: by M. Middleton. 2s. 6d. net.

The Age of Addison: by A. M. Pagan. 1s. 6d. net.

Children like annuals, with their mixed fare, and "Blackie's Boys' Annual" is one of the best, with a set of tales of school and adventure. Then there are a number of well-told stories for boys and girls, including one by P. F. Westerman, and a racy tale of adventure in Canada. Messrs. Blackie and Son have a rare knack of obtaining excellent stories, and this year's batch is well up to standard. We welcome the latest addition to the "Popular" edition of Henty. The "Rambles in Biography" series brings us to Addison, and Anna M. Pagan has written a very interesting and useful book, with some excel-

(Continued on page 414.)

G. Bell & Sons**Graph Book**

By C. V. DURELL, M.A.,
and A. W. SIDDONS, M.A.

"An excellent book. Stress is laid on developing the power of interpreting and applying a graph, and the size of the page enables the examples to be shown on a working scale, instead of being reduced as in the ordinary text-book. Everything required for the School Certificate is included, and the price is most reasonable. . . . We advise every teacher of mathematics to inspect the book."—THE A.M.A.

Manilla covers, 1s. 9d.; stiff boards, 2s.
Teacher's Edition, 2s. 6d.

**Experimental Hydrostatics
and Mechanics**

By E. NIGHTINGALE, M.Sc.

A readable and stimulating text-book in which the author develops his subject on lines similar to those followed in his well known *Heat, Light, and Sound*. "Sound and interesting . . . can be commended strongly. . . . Both pictorial and literal illustrations are good."—NATURES.

Illustrated. 3s. 6d.

World Geography

By ALBERT WILMORE, D.Sc.

Especially designed to meet the needs of School Certificate and Matriculation candidates. A short introduction to some of the main principles of Geography is followed by an account of the structure, drainage, climate, and natural vegetation of the continents, and of the chief contributions which the countries make to the world's resources.

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By E. C. MARCHANT, M.A.,
and G. WATSON, M.A.

This new manual is not a departure from well established principles. But (1) a wider vocabulary than usual is employed; (2) ordinary English idiom is used throughout; (3) there are frequent Revision Exercises; (4) great efforts have been made to bring the rules into accord with the actual usage of Latin.

Price 4s. 6d.

Bell's Junior French Series

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A new series of short stories, continuous texts, plays, &c., suitable for junior forms. Each volume will be calculated to last a form either one or two terms, and will include a full vocabulary.

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Monsieur "Le" et Mademoiselle "La." By M. M. ACOCK, B.A. 1s.

Le Théâtre du Petit Monde. Quatre Petites Comédies. By MARCELLE MANUSSET. 1s. 6d.

YORK HOUSE, PORTUGAL STREET, W.C.2.

lent illustrations reproduced from pictures in the National Portrait Gallery.

BASIL BLACKWELL.

Tomson's Hallowe'en : by M. Baker. 3s. 6d. net.
The King's Daughter Cries for the Moon : by E. Farjeon. 1s. 3d. net.
The Adventures of Two Children : by Compton Mackenzie. 1s. 3d.

Mr. Basil Blackwell has a well founded reputation for producing dainty books. These are worthy of the firm. The names of Eleanor Farjeon and Compton Mackenzie are guarantees of literary merit, and their fairy tales are first-rate. "Tomson's Hallowe'en" is embellished by some excellent woodcuts, and the story is one which will attract children. It is especially good for reading aloud.

CASELL AND CO., LTD.

The Boys' Book of Explorers : by A. L. Hayward. 5s. net.
Two in the Bush : by E. Marc. 3s. 6d. net.
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(Continued on page 416.)

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Messrs. H. F. W. Deane and Sons The Year Book Press have just published the 1929 edition of the "Girls' School Year Book."

Messrs. Heintze and Blanckertz announce that they will shortly publish a book on lino cutting entitled "The Lino Cut." The volume deals with the art of lino cutting and printing, and contains about thirty pages of reproductions of English and Continental school work.

The **University of London Press** will shortly publish a book on Modern Language Teaching by Dr. Cloudesley Brereton, late Divisional Inspector and chief modern language expert to the L.C.C. It represents his experiences of some 35 years as teacher, examiner, and inspector, and discusses not only practical principles but also the numerous practical difficulties confronting the teacher, whether in secondary and central schools, or in evening schools and institutes. The book is probably the first book to deal systematically with the problems of language teaching in evening schools. It should specially appeal to those connected with them. Dr. Brereton also makes a detailed study of the pressing questions of examinations, and the solution he suggests should interest alike examining bodies and Local Authorities.

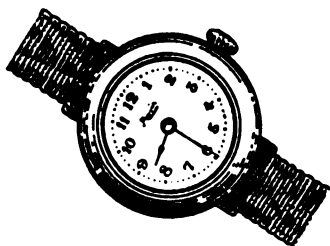
"Youth: The Psychology of Adolescence and its bearing on the reorganisation of Adolescent Education" is the title of an important new volume by Dr. Olive A. Wheeler, B.Sc. (Lond.), M.Sc. (Wales), who is Professor of Education, University College, Cardiff. The book will be published by the same Press early in December, and will include an important Introduction by Sir Henry Hadow, C.B.E.

Sir Isaac Pitman and Sons have just issued their list of new and forthcoming books, and will be pleased to send a copy to any who apply for it.

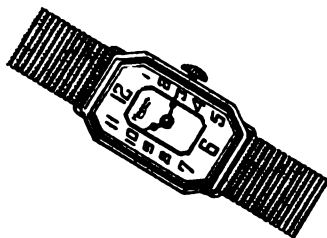
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A Classroom Play

BY V. G. BEST

(Reprinted from "The Education Outlook" by kind permission of the Editor.)

I CHOSE Galsworthy's *The Little Man*, hoping that the boys would learn from it that literature, especially dramatic literature, affords something more than an amusing story. Although most amateur dramatic societies fight shy of a forty-five minutes play requiring three complete changes of scene, *The Little Man* presents no terrors in a classroom devoid of proscenium, where the floor is the stage, and the imagination of an eager class provides what is lacking in properties and scenery.

As the play was taken as a study of literature, in literature lessons, and with no outsiders present, we paid Mr. Galsworthy no fees for the performance.

The boys who were to act were given copies (Nelson's "Nine Modern Plays"), and allowed to read the play through. I then pointed out very briefly the League of Nations lesson the play teaches, and left them to try to realise how it worked out. From my knowledge of the histrionic abilities they showed in the acting of several plays of Shakespeare, I cast *The Little Man*, and left them to reread the play, paying special attention to their own parts. They had dictionaries to find out the meaning and pronunciation of new words. The German words presented little difficulty; I explained their meanings and pronunciations, then left the boys concerned to give their own renderings of the words.

When the boys had read their parts we discussed dress and properties. The boys undertook to provide "grown-up" hats, long trousers, luggage, and coats. These suggested adults travelling. The "women" borrowed clothes from their sisters, the waiter produced crockery, &c., from home, the station official brought a blue suit with the collar turned up and with red braid down the seams of the trousers to suggest a uniform, and made, in the handwork lesson, an official-looking cap which he covered and painted at home. Dual desks represented the refreshment tables, and also did duty as the seats in the railway carriage. The baby was a realistic doll, whose internal mechanism, inducing it to cry, was operated by its being laid face downwards.

The boys by this time were very keen and came out for a rehearsal eager for hints on the American tone, the Oxford drawl, better movements, &c., so that in a short time the play was pulled together. Within ten days of their first reading they acted the play, with books, to a critical but very enthusiastic audience of their classmates, and are now very keen to do more plays.

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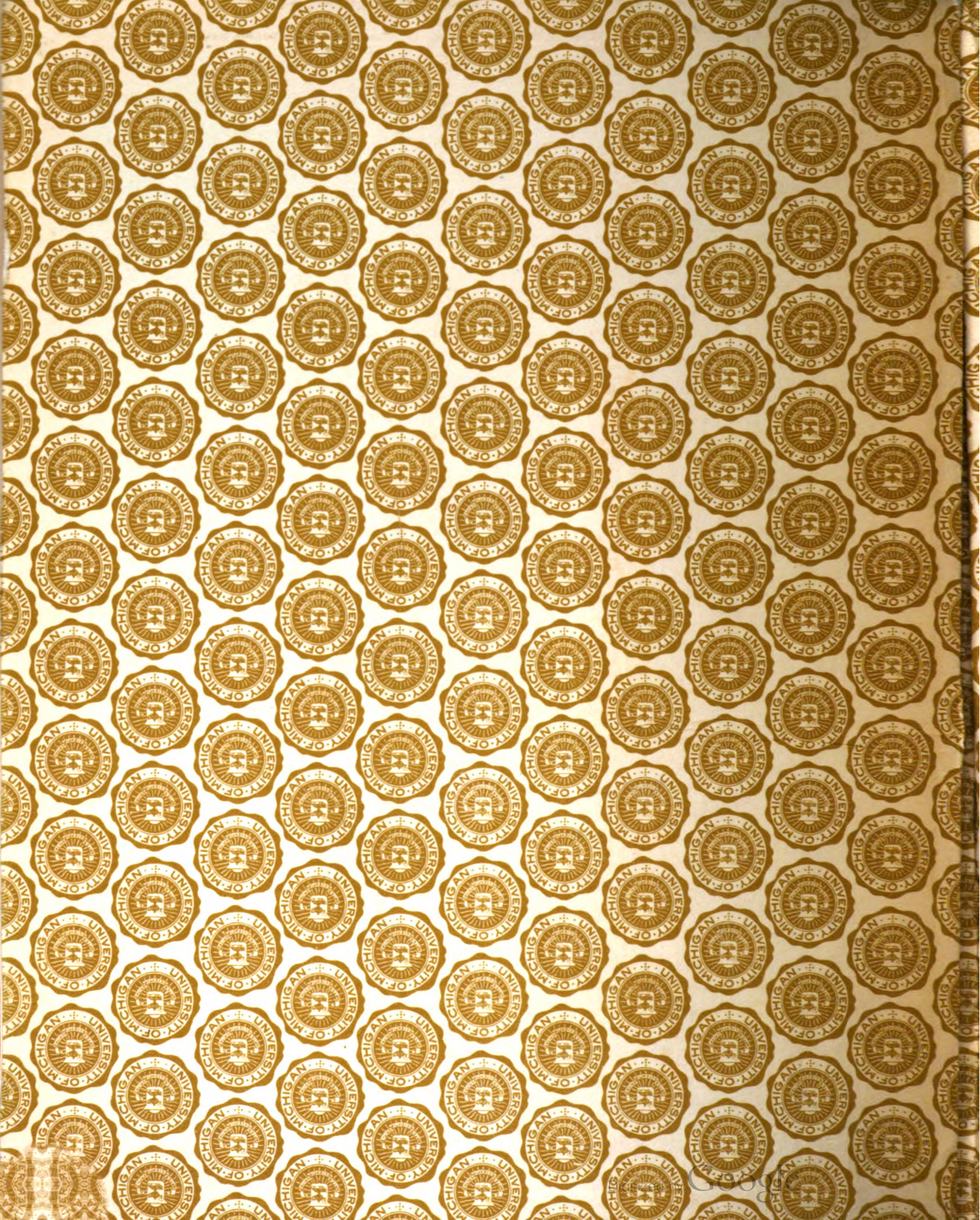
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