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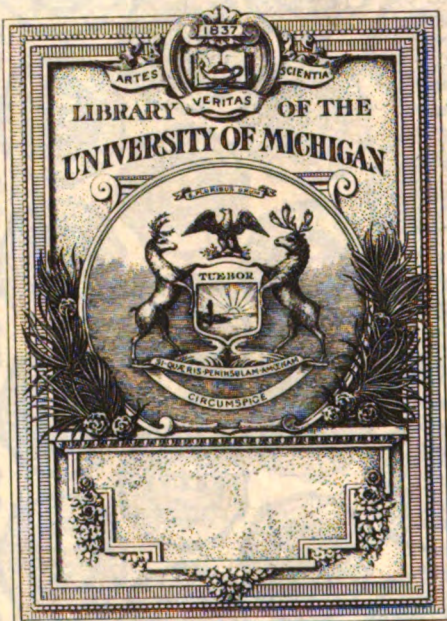
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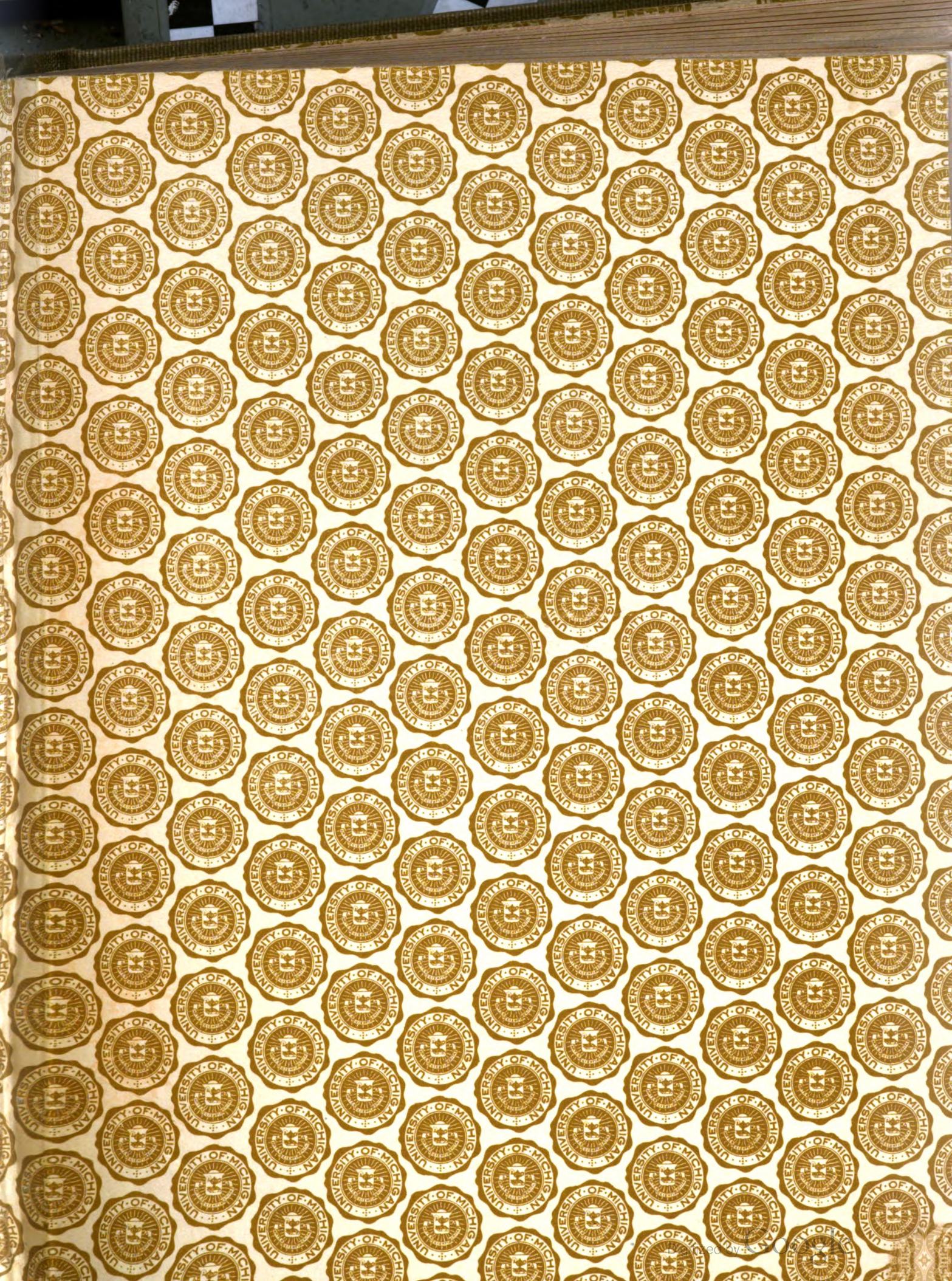
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The Editor is prepared to consider essays, sketches, or verse, provided that they are informing in substance but not ponderous in style. General articles of a cheerful character will be considered, and accounts of experiments in teaching or attempts 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 (530 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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AND EDUCATIONAL TIMES

JANUARY, 1927

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 Juvenile Worker.

The position of boys and girls of 14 who have just entered upon industrial or commercial pursuits after leaving elementary schools is a matter of concern to all who are interested in social progress. The ground for concern may best be understood by recording the fact that during a discussion in the London Education Committee on December 15th, Mr. Graham Wallas urged, in support of a proposed Factories Bill, that it would reduce the hours of work of young people of 14 to 16 years of age from 60 to 48 hours a week, while allowing a certain amount of overtime which would be safeguarded by a requirement that notice must be given to the factory inspector and by a further requirement that every hour of overtime work must be paid for. Such are the proposals of a Bill which has been deferred by the Government. They cannot be described as ambitious or designed to foster juvenile indolence, although they foreshadow a reduction in the hours of labour now permitted to be imposed on children of 14. Those stalwart adults who will urge that hard work is good for the young may be recommended to try the prescription by engaging themselves as van boys for a few weeks of 48 hours each, with safeguarded overtime, in an English winter.

Cheap Labour.

These young workers are cheap and usually easy to manage, since they come for small wages, and are not members of a trade union. They can be taken on or dismissed at pleasure. Even where they are duly apprenticed to a trade there is often a clause in the indentures which gives the employer the power to suspend them from work when business is slack. They form an army of over a million, recruited by some six hundred thousand juveniles who leave school for employment every year. Between 14 and 16 many of these recruits drift from job to job, learning little or nothing that will be useful to them as adults. At 18 they will become too expensive as casual workers, and there will follow a period of unemployment. We are told that our industrial and commercial system would not survive the loss of this cheap labour supply. Similarly did the cotton masters prophesy the destruction of their trade when children of eight years old were withdrawn from their mills. There is need for a balance sheet to show on the one side our gain in money from the employment of juveniles, and on the other our loss in money and in national well-being from the casual and demoralizing nature of much of their labour with the cost of unemployment, moral and financial, on the threshold of adult life.

Education versus Business.

The first part of the report of the Committee on Education and Industry was issued a few days ago. It is, perhaps, to be regretted that the report of the Consultative Committee of the Board of Education was not issued at the same time. This committee has been engaged in considering the curriculum best suited for children who remain in the elementary school to 15, and it is understood that in the report reference will be made to the possibility of relating the curriculum to the future occupations of the pupils. It will be seen that the two enquiries have to some extent covered the same ground, and until the report of the Consultative Committee is available, it is difficult to make any useful comment upon the two sets of conclusions. It is clear, however, that the Committee on Education and Industry are not inclined to recommend anything which will lessen the available pool of child labour. They frown upon the establishment of day continuation schools, and suggest arrangements for transferring child labour from one area to another, and while proposing that the Education Authorities shall continue their efforts in the way of after-care and on the choice of employment, they propose that the direction of all efforts on behalf of the juvenile worker shall be placed in the hands of the Ministry of Labour.

Modern Conditions.

It is probable that we are still overmuch in bondage to the old idea of seven years' apprenticeship from the age of 14, during which the recruit to an industry had an opportunity of learning his craft thoroughly, while being under strict supervision as to his conduct in the workshop and outside. It is time that we recognized that apprenticeship has almost died out, and that many of the processes of modern industry involve little more than skill in machine tending, which can be acquired readily in the course of a few weeks or months, as we saw during the war. This ought to mean that we can, without loss, continue the education of children up to the age of 15 or later, provided that we are at pains to arrange a curriculum which will be in harmony with the future occupations of the pupils without being vocational in the narrow sense. A wider consideration of the problem of juvenile employment would lead us to see the importance of maintaining some kind of educational provision for all our young people up to the age of 18, while taking pains to secure that there shall be no gap or period of unemployment when the juvenile worker wishes to pass over into the ranks of the adults. It ought to be possible by wise co-operation between business men and the schools to arrange for the proper training of juvenile workers and their due absorption into industry as adults.

Careers Masters.

The National Institute of Industrial Psychology has also issued a report which has an important bearing on the question of juvenile employment, especially with regard to the choice of occupation. Some time ago a group of school children were tested as to their industrial aptitudes, and were advised as to the callings most suitable for them. Results were noted in 161 cases. Of these, 103 children, or 64 per cent., had followed the advice given to them, and only four have changed their post more than once, and none have expressed definite dislike for the work which they are doing. Of the remaining 58, or 36 per cent., who had not followed the advice given to them, 18 children dislike their work, and ten have changed their occupation from three to eight times in twelve months. The Institute suggests that in all schools there should be a careers master, charged with the duty of advising pupils who are leaving as to the work for which they are best suited, and basing this advice upon psychological tests and school records. It may be held that psychological tests are negative rather than positive in their value, serving to indicate unsuitability for an occupation rather than fitness, but even this will be of great value. It should hardly be necessary, however, to appoint an additional member of the staff to carry on the work, since it might properly be regarded as part of the ordinary duty of those taking senior forms.

The Church Assembly Report.

It is already clear that the acceptance of the report of the Bishop of Wakefield's Commission by the Church Assembly has produced results which are the reverse of pleasing to the Archbishop of Canterbury, for he has published a letter, addressed to Sir Henry Hadow, pointing out that the Wakefield Commission is not the same body as the one set up by himself and the Archbishop of York. The implication is that the bodies which have withdrawn their evidence and refused to send witnesses to the Archbishops' Commission as the result of the deliberations in the Church Assembly have acted too nastily, and that the question is not yet settled. Nevertheless, it is true to say that discussions on the best method of ending the dual system have been considerably impeded and it is unlikely that the proposed Enabling Bill will have an easy passage through Parliament. The National Education Association has registered a warning that the Bill threatens to become a great scheme for altering the present settlement in the direction of increased ecclesiastical control of education. The Association declares that experience has shown that Bills which are small and even acceptable in their original form are sometimes transformed on their way through Parliament, and it expresses anxiety lest new legislation should be attempted at the present time. So the lists are being set for a renewal of religious controversy. It is to be hoped that they will be dismantled before the fight begins.

Local Authorities and Social Questions.

The dismissal of Dr. Turnadge from her post as head mistress of the secondary school at Twickenham was accompanied by a superfluous expression of opinion by the Authority to the effect that as Dr. Turnadge is a mother her proper sphere is the home. It is not clear what special title or competence rests in a Local Education Authority enabling it to utter pronouncements on sociological questions. If it is found beyond doubt that a married woman's duties at home lead her to be inefficient as a worker outside, those who employ her may demand her resignation, but it is hardly necessary that they should go beyond the facts of the case before them and play the mentor to the public at large. This kind of thing is becoming unpleasantly common. Married women teachers have even been asked to supply particulars of their household incomes on the ground that public money ought not to be spent on paying people whose private resources are already adequate. This is a novel and surprising attitude, for if the principle were applied in all departments of public service, we should have many changes. The Cabinet would take on a new appearance and so would many of the offices in Whitehall. Applied to teaching the principle would mean that one of the most important qualifications for the work would be poverty, and what some members of the Labour Party are fond of calling a "fodder wage" would be the rule throughout the public service.

Dean Inge on Secondary Schools.

It is pleasant to find the Dean of St. Paul's affirming his belief in the value of municipal and county secondary schools. In some of his previous utterances he has seemed to be deploring the fact that boys and girls educated mainly at public expense have come forward to compete with the products of the older public schools. With the pessimism which we have learned to expect from him, he declares that the day of the learned professions from a money-making point of view is over, but he says they will continue to attract men of high ideals and men of intellectual interests. He adds, more cheerfully, that such men are to be found in every rank of life, and that the secondary schools are enabling many of them to find their way to their proper work. A similar view is expressed by a writer in *The Spectator*, who makes the interesting suggestion that the gulf between public schools and municipal and county secondary schools might be bridged by a system of inter-school matches in cricket and football. More than this is required, however, to give us an adequate system of secondary education in this country. Encouragement should be given to efficient schools of all types, whether they are public schools, independent schools, or maintained schools. Social barriers should have no place in the field of education, where the sole criterion of fitness should be ability to profit by the instruction which is provided.

FREEDOM AND FEARLESSNESS.

BY H. C. DENT.

The whole trend of modern thought in education is towards increased freedom for the child. It may very truly be said that to-day teachers recognize more clearly than ever before in history that the child is neither a little machine to be wound up, nor an incomplete adult, to be completed as quickly as possible, but a *child*; that the essential necessity of childhood is liberty to grow, and that for the growth to be harmonious and natural it must be interfered with as little as possible. Mr. R. A. Raven, a Rugby master, who spoke recently at the Church Congress at Southport, was only voicing current opinion when he said that "The teacher's work should be to guide the child; to give him opportunities to work, instead of trying to make him work."

He went, perhaps, a little further than most teachers would be prepared to go when he added that "Freedom and fearlessness means also freedom to go wrong, but the wise teacher who has got his class free will not be in the least alarmed or put out by their mis-steps." Our practice always lags somewhat behind our theory, and we most of us would admit, to ourselves at any rate, that in spite of our good resolutions we are oftentimes "put out" (if not "alarmed") by the mis-steps of our free classes.

A teacher whom I know very well was the other day paid a magnificent compliment by a colleague, who said to him, "Your classroom is a haven of rest." The compliment was paid, not because that teacher has disciplined his boys into a sham quietness and order, nor even because his personality is so strong that it dominates them even in his absence, but simply because from the beginning he has fearlessly allowed them the utmost freedom and, in spite of their early blunders and lapses (which were many and grievous), has persisted in allowing them freedom, till now they appreciate its meaning and its value. His boys are truly free; they can do what they like, and they have learned to like the good things. Better still, they are fearless; it is easy enough to have a "free" class (any teacher who slackens the reins sufficiently can obtain that), but to have a class fearless in their freedom is quite another matter.

These boys walk in and out of their classroom without question; there are no enquiring remarks or glances either when they go or when they return; it is taken for granted that the journey is a necessary one—and so it always is. They consult one another over their work; they talk and laugh over it. If a group of them has a project in hand, a play, shall we say, that they are writing, they come to their teacher to consult him, and when it is finished, as a matter of course they act it. The rest of the class does not feel obliged to listen if it has other work in hand, and so you may see in that classroom at the same time a play being acted, several boys round the master's desk, and the rest of the class quietly engaged in other parts of the room. While you are there, it is quite probable that boys will enter the room; they have been in the playground or the field, making notes or doing some practical work connected with the subject they are studying.

Needless to say, things were not always thus. The present state of affairs in that classroom is due to incessant and patient endeavour on the part of the

man who is in charge. For, though a teacher may set his class free, he is not thereby absolved from the necessity of training it; he is not even absolved from teaching it. On the contrary, the necessity for both these things becomes all the more imperative, and his work harder and subtler than ever before. A class set free, and left without guidance, is certain to be a class let loose, and nothing more. The value of freedom has to be taught (not dogmatically; that is the worst way, and never succeeds) before the class can become really free. I myself once tried the experiment, suggested by Mr. Caldwell Cook in "The Play Way," of walking into a classroom and doing nothing for a whole period. It was dreadful. After about ten minutes spent by the class in timid, desultory whisperings and gigglings, someone asked "What shall we do, sir?" "Anything you like," I replied, and trembled at my rashness. The rest of that period was more uncomfortable, both for me and for the class, than the first ten minutes, and they had been bad enough. A few boys started to read textbooks (more, I suspect, with a view to impressing me than with any honest thirst after knowledge), one boldly pulled out a "Sexton Blake" (I admired him tremendously for his pluck), but the great majority simply did nothing. They were afraid to use their freedom in ways of which they thought I should disapprove, and they did not know how to use it profitably. It must be said in their defence that by reason of their age—fourteen to fifteen years—they were the worst possible boys on which to spring such an experiment without warning. It must be said, too, that next day three or four of them (headed by the "Sexton Blake" boy) came to me with suggestions as to how free lessons might be spent. The suggestions were crude, naturally, but in modified form they were adopted, and for the rest of the year that class took an active part in the planning of its lessons.

The teacher whose class I have held up as an example of freedom and fearlessness has, no doubt, had similar experiences; no doubt he has had his moments of despair. But through constant endeavour he has succeeded, and through an exact perception of his duty. He set his class free the moment he first met them, but from that moment he began to teach them—train them, if you like—in the use of freedom; he never expected them to learn it unaided. One of the finest features of his boys is their ready adaptation of themselves to the methods of other teachers who take them. So many "free" classes are nothing but a nuisance to the teacher whose ideas are of the old school. But any man who takes these boys can be quite certain that their discipline will be his discipline, that they will sacrifice their way of work to his for the time being; they are ready to learn from anyone. Such boys are truly free; so is their teacher, whoever he may be. And where both teacher and taught are free, fearlessness is sure to be engendered. Those boys are without fear; of what should they be afraid? But they were taught fearlessness, taught it by the consistently fearless attitude of one who had determined never to be "alarmed or put out by their mis-steps." Now, their classroom is a "haven of rest." They have justified their teacher's faith in them.

YEAR'S END.
BY LORD GORELL.

I.

*Another year on silent wing
Has stolen down the brakes of Time ;
Have we through all the chances, hopes
With steadfast courage sought to climb ?*

II.

*Or have we heard the voice of Fear,
Chosen the little, devious way,
Skirted the nettles, let the thorns
Weakly our resolution sway ?*

III.

*Or, yet again, have we pressed on,
To our own prowess giving heed,
With eager footsteps of desire
Unmindful of another's need ?*

IV.

*What man dare make reply ?—Once more
We see Hope's sunlight breast the hill :
Once more, like men, we must arise
With unafraid, new-weaponed will.*

TO A BOAT IN THE BAY.

BY H. A. PRENTICE.

*Are you of sea or noon-day air,
O little brown boat as there you lie,
 Pointing a peaky sail,
 So pertly at the sky ?
What aery isle is your destined port,
As wind-borne you dip o'er the lazy bay,
 Pointing a sprightly prow
 Along a dreamy day ?
No sea-lore can tell me the pennon you fly,
No mariner weave me a hoary tale ;
 I think you'd scarce be a ship,
 But for your jaunty sail.
But I fancy I know the ship you are ;
As like an idly-drifting cloud,
 Or galleon of old,
 You waver, faery-prow'd.
And I would I were far on the sea,
Sharing your destiny :
But what can my poor wishes avail,
O little brown boat with the queer sail ?*

THE CINEMA IN EDUCATION.

The London Education Authority submitted last October a report on "Cinematography in Schools," declaring that it is doubtful whether the cinema has made much progress in its use for educational purposes, that it is difficult to bring the films into real relation with the class syllabuses, and that the limitations of the cinema as an educational medium within the scope of the subjects appropriate to an elementary school, are more narrow than was at first supposed. The committee therefore "hesitate to propose any policy which would incur expenditure on equipment for the schools, or involve attendance at displays in school time."

Meanwhile, the picture-houses in London and everywhere throughout the country are crowded with children of school age, especially in the early evening and on Saturday afternoons. Many of the proprietors are willing to encourage their juvenile patrons by accepting lowered prices on Saturdays, and it is no uncommon thing to see a queue of youngsters awaiting admission. They are eager to experience the thrills and excitement of the hectic drama concocted in Los Angeles, and no one can doubt that it has a marked effect on their minds if not on their doings outside. It is, in fact, an educational instrument, if we rightly interpret the word education as purposeful influence and experience. But we are told that this particular experience cannot be brought into close relation with the class syllabus, or within the scope of subjects appropriate to an elementary school.

But class syllabuses and the list of subjects appropriate to an elementary school are not matters of verbal inspiration, nor did they come from Mount Sinai. They are, in fact, subject to constant alteration and they should be changed whenever they are seen to be inadequate to our needs. In the picture-houses we have extremely powerful agencies which affect the emotional life of children and furnish at second-hand a vast range of perceptual experience. The standard in these things is at present determined mainly by a crew of money-getters, intent mainly on exploiting the cruder passions of their fellows, caring little for art or truthfulness, morality or good citizenship. Instead of being at pains to offer to children of school age a standard by which they may learn to despise this trivial rubbish we seem to be content with a feeble effort to discover films which will teach the "facts" in geography or nature study.

Most surprisingly we try to justify this otiose attitude by asking children to set down in words what they have learned from the pictures, as if the writing of essays were not a difficult task in itself—so difficult, indeed, that it affords a most meagre outlet for what the child really knows, and provides no means for measuring the emotional value of his experience in the picture house.

We must try again. Despite the report of the L.C.C. Committee, the films are and will be an educational instrument of the first importance in our social life. It is for us to shape and fashion it to our needs, even if we find ourselves under the painful and laborious necessity of re-shaping syllabuses and widening the scope of "subjects appropriate to an elementary school."

R.

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village Schoolmistress.

I choose first a series of letters from a schoolmistress in a remote school in one of the northern dales. I first met Miss "X" when she was about 50 years of age. She had taught in several quasi-secondary schools of good repute, and later in life had ventured to set up a private school of her own in a northern town. It failed, and Miss "X," with an ailing mother and an epileptic sister to keep, was in sore straits. A common friend, a clergyman, introduced me to her, and asked if any place could be found for her in the schools of my district. In those days, schools in the dales were not easy to staff, and vacancies frequently occurred. By a friendly agreement with the vicar I got Miss "X" appointed to the infant class of a small church school. Though she was a woman of considerable cultivation, she was, technically, uncertificated, and I advised her to take the certificate examination. But before she could do so it happened that a remote school at Y—fell vacant, and as it was in the same huge country parish, the vicar could transfer Miss "X" thither. I saw her courageously at work in the school, and when shortly afterwards I left the district she corresponded with me. As will appear from the letters, Miss "X" was a woman of great force of character, perhaps not always tactful, but certainly indomitable. She is now dead, and these letters, revealing a struggle which one hopes was rare even then, may now be released.

November 17th.

My number of children is 16. Lizzie "W" made two attendances in the first quarter, and four in the second, so in the summary I had 17. She was detained each time by her mother's illness, and was always expected to return. However, now I believe they find it impossible to do without her, and she would probably pass St. VI. Ought I in Form IX to count her or not—and her miserable six times in the year?

Local anecdote. Child: "Two pleesemans was at our 'ouse yesterdy night." "What did they want?" "Couple o' rabbits."

I have a heavy cold five weeks. My mother has recovered from her "stroke" wonderfully, needs to be kept at a uniform temperature, bedroom fire, etc. The sword of Damocles is almost visible. [The school-house, as will appear, was a very primitive place.]

This is a veritable Gomorrah. The people are Primitive Methodists in the morning, Anglo-Catholics in the afternoon—unmarried parents all the time, poachers, drunkards, swearers pretty generally. Poor Mr. "Z" (the vicar) is in a fume about the Education Bill. I am feeling like the larks in the corn (*Æsop*): "Who will cut the corn, acquaintances, friends, relations, or themselves?" Under certain circumstances (which it is

policy to believe will not arrive) he speaks of closing the school; then there will be a peremptory call to move on. Whither? *Tempus monstrabit*. I now see the infants' grievance (before I came). It was "t'upper h'infants" which or who are each day growing stronger and whose denseness is pitiful. Among five of them I should say there was five-eighths of one good brain. I am telling them they will soon be at the top of the school and then what a character we shall get. Perhaps ere that time the debacle, or general bouleversement, will have come. But I did not tell them that.

It is very difficult to know the time (in the dark mornings). Happily I feel in the gross darkness when it is time to get up, and generally guess the exact time before striking a match to look at the timepiece. I am in at nones, out before vespers you may be sure. The children must be getting on as I find we could scarcely do the time-table, now some of them have a margin of time. . . . I hope we may have a little holiday at Christmas. Last year I began December 30th and worked on New Year's Day to cover [the caretaker's] sins of omission.

October 30th (a year later).

You will be glad to hear that I passed the "Certificate." I am placed in Division III, so I suppose I may not have pupil teachers (Article 60). On the official announcement "probation" is mentioned. Does the term of two years I have served here and do not the two reports count? Or do I serve other two years to be converted into parchment, buckram, or mummy, as required? . . . I spoilt the music paper I knew, and did not take drawing. Is that compulsory?

I did not think the last report at all "nice." Pains-taking, fairly successful. But then followed a slating for arithmetic—scheme not carried out—neither oral nor written work up to requirement. I can do no better with that group. The young ones are coming up all right almost *en bloc*, but the middle lot require a teacher entirely to themselves. Perhaps the new examiners will break out in a fresh place.

After being told (by the vicar) that the Committee were powerless to render this dwelling any more tolerable, I have gone to the expense of a porch and a door myself, which will be nearly £3.

On Wednesday at midnight I heard rodents. Had a game till 3 a.m. lighting the candle and then putting it out. Saw a rat walk up the window curtain, along the tape at the top, then pause, apparently to contemplate me and the light—come down, disappear—then resume gnawing. Then I put the light out, when presently plom-plom, souse—surely he has fallen in the wash-hand basin, in which was water. Yes! There he was gasping, looking at me with a despairing eye, expecting

no mercy. I seized the water jug, and gave him a dose of *aqua pura*. Subsequently I heard his companion pop apparently downstairs. I stopped up a hole in the ceiling with a cork, set phosphorus paste and philosophized.

We have had the masons in the school, so the deluge there has subsided. I wish you could see what a nice collection of shells, spar, crystals, butterflies, moths and beetles I have acquired for the use of the school.

I have a girl to fetch water from the far end of the village every morning. [There was no water laid on in the schoolhouse and, apparently, the usual supply was from a beck.] My beck is generally out.

The becks, it appears, are full of huge salmon, which naturally are of great attraction for the small boys. I think poaching goes on despite fish watchers, etc. I have lectured thereon and have threatened to report if I hear the word "salmon" in school. But only this morning I hear (I am glad I was warned beforehand concerning the wickedness of this place) a woman has set out a tale: "Miss 'X' sent the boys to the beck to fetch her a salmon, as she wanted one." So if I am arrested as a poacher you will understand, and perhaps go bail.

My mother and sister are fairly well, and employ themselves with knitting, etc. I am hoping to show the magic lantern again this winter, and am trying to get up a small subscription for hire of slides. These people pay for nothing whatever. So you see there is nothing to be done but continue the process of demoralization. . . . I shall try for a microscope one of these days. The paucity of interest is rather monotonous. I had a gift of seven books with the cases of insects (a valuable collection, made by a Harley Street specialist, 50 cases), but they are very technical.

June 17th.

Interim in school-year-end pother. Diocesan examination over. I write to you—wind howling—rain swirling, former, as a small child expressed it, "rivin all my wee flowers." . . . I must try to stay in Y—during my mother's life, without her the position would be too dreary for myself and my sister. I should prefer a post in a secondary school or pupil teachers' centre in the South of England, if possible.

Mr. — (the Inspector) fell foul on history. Three girls especially—one who could not tell you her name and age, if you remember—one who has only lately learnt to distinguish her right hand from her left, and the other has been absent about 100 times. History I have always been supposed to teach very well. "One of the very few teachers who succeeded in making the history lessons interesting." But the elementary grind certainly makes one "as 'umble as Uriah Heep."

I have been hoping for a rise in salary for a long time—put off from time to time. Of course, it is less than at first with the superannuation. Commission and carriage on everything are demanded. I have a naiad to fetch my water (£3 per annum) before school in the morning; the difficulty is enhanced just now by the presence of a bull at the fountain. I think I have made the people respect me more than they did at first.

(To be continued.)

WESTERN EDUCATION IN CHINA.

BY V. B. METTA.

Western education in China began when Christian missionaries were first allowed to settle there in 1858 and preach Christianity. In the mission schools natural sciences and mathematics were taught, which were not taught in the shu yuans, the Old Chinese schools, and so Chinese students began to go to them in ever-increasing numbers. These mission schools have multiplied so rapidly that to-day the Protestant Missionary Societies alone have 581 higher primary schools, 256 middle schools, and 27 colleges, where some 200,000 students are being educated. The old students of these mission schools are occupying high posts in the Government service or the educational institutions of their country.

The Chinese Government adopted Western education from 1902, when it passed a decree abolishing the shu yuan, and ordered the establishment of a primary school in every rural district, a middle school in every prefecture, and a modern college or university in every provincial capital. A year later a modernized curriculum was framed for the primary schools, and a Commission was appointed to draw up a complete educational system for the whole empire. In 1905 the official examinations were abolished, and a Ministry of Education was established. In 1912, that is after the Manchu dynasty was deposed, the Ministry of Education drew up a new scheme of education. According to this new scheme there was a four years' course in the lower primary school, a four years' course in the middle school, and a four to six years' course in the college or university.

In spite of the civil wars that have been going on in China during the last decade, education has progressed. In 1910-11 there were 57,267 Government schools in the country, with 1,626,529 students in them; while in 1922-23 there were 178,972 schools with 6,819,186 students. In the mission schools and colleges there are now 250,000 more students than there were ten years ago. In 1922 the National Association for the Advancement of Education was formed, and distinguished foreign educationists like Doctor Paul Monroe, head of the Teachers' Training College of the Columbia University, were invited to make an educational survey and suggest reforms. The educational course in China at present is six years for the primary school, six years for the middle school, and four to six years for the university, or teachers' college, or professional school. There are now 275 normal schools in China, where 31,556 students are being educated. Intelligence tests and other modern methods have been introduced in several schools.

In order to make education universal, open-air schools, language-made-easy schools, half-day schools, and night schools have been started. A number of secondary schools and colleges have also night schools attached to them. Public libraries, lecture halls, and museums are multiplying rapidly. A scheme for introducing vocational education in schools and colleges is being prepared. Newspapers and cinemas are increasing rapidly in the country. Large numbers of students of either sex go to European, American, and Japanese universities every year.

THE NEW TEACHERS COUNCIL.

The Council which is officially known as the Teachers Registration Council was authorized by Act of Parliament in 1907, as the result of a widely-expressed desire on the part of organizations of teachers that there should be an official register of teachers under the control of a central body representing all types of teaching work. It was urged that the register should promote the unification of teachers in all branches and that the Council should aim at being a clearing house for the views of sectional organizations in order that it might be able to express, on behalf of all qualified teachers, their opinions on educational policy and developments.

In 1912 His Majesty's Privy Council ordered that the Council should be constituted on a basis of election by Universities and Associations of Teachers.

Thus constituted the Council has been in existence since July, 1912. It has framed Conditions of Registration and has dealt with 77,000 applications for admission to the Official Register of Teachers. On occasion it has been consulted by the Board of Education on questions of general policy and it has been represented on several important committees of enquiry. It has not sought to make registration compulsory, probably because that step is held to be better deferred until a greater proportion of qualified teachers have become registered of their own free will, thereby showing in a practical way their desire to see the work of teaching placed on a true professional basis.

From the beginning it has been seen that the constitution of the Council of 1912 could not be permanent. New universities would be created, new associations of teachers would be formed, others would be changed or amalgamated, while some would cease to exist. All these things have happened, and the grant of a charter to Reading University made it necessary to take up the question of the constitution with the object of adjusting it to the new state of affairs, and, as far as possible, establishing it on a permanent basis. The Privy Council Order of 1912 required that any change must be applied for within six months of the end of the triennial period for which each Council was elected. Hence it was necessary to act at once, since the present Council leaves office in June, 1927.

For some months the Council considered the problem, discussing and rejecting various schemes, and finally adopting the one which was approved and issued by His Majesty in Council on December 14th, 1926. This new constitution increases the membership of the Teachers Registration Council to 48, with a chairman elected from outside as before, and with a possible further addition of two members who may be co-opted to represent any types of teaching work which, in the opinion of the elected members, are not adequately represented among their own body. All members of the Council, save the chairman, must be registered teachers. The elected members fall into four groups as before, with twelve in each group instead of eleven, and the new Council will hold office for five years instead of three. The university representatives will be elected by their universities. Should more universities be formed, however, the twelve representatives will be chosen by a system of rotation, each university dropping out for a year in its turn. It is thus provided that university

representation is on a permanent basis and the special part played by universities in our educational system is recognized by allotting to them a representation which is proportionately large. The remaining 36 elected members of the new Council will be elected directly by registered teachers and no longer by associations. Each registered teacher may vote only for a representative or representatives of one type of teaching work, namely, that in which the voter is engaged or was last engaged before retirement. The representation is assigned to the various types in accordance with the following schedule :

TYPES OF TEACHING WORK WITH NUMBER OF REPRESENTATIVES.

TEACHERS IN PUBLIC ELEMENTARY SCHOOLS :

Head Masters	3
Head Mistresses	3
Class Masters	3
Class Mistresses	3

TEACHERS IN SECONDARY SCHOOLS :

Head Masters—	
Public Secondary Schools	1
Private Secondary Schools	1
Preparatory Schools	1
Head Mistresses—	
Public Secondary Schools	2
Private Secondary Schools	1
Assistant Masters—	
Public Secondary Schools	2
Private Secondary Schools and Preparatory Schools	1
Assistant Mistresses—	
Public Secondary Schools	2
Private Secondary Schools and Preparatory Departments of Secondary Schools, including Kindergartens	1

SPECIALIST TEACHERS :

Teachers in Technical Institutes (other than teachers enumerated below)	3
Teachers of Art	1
Teachers of Music	1
Teachers of Commercial Subjects	1
Teachers of Domestic Subjects	1
Teachers of Handicraft	1
Teachers of Physical Training	1
Teachers of Deaf	1
Teachers of Blind	1
Training of Teachers	1

It will be seen that this basis of election will not require to be changed and that it offers the widest possible franchise. It only remains that the electorate should also be made as wide as possible by the early admission to registration of all qualified teachers. This accomplished, the Council will soon be able to proceed with its proper task of giving a meaning to the term "teacher" by establishing and making known to the public a reasonable standard of learning and of professional skill which should be reached by all who claim to be members of the teaching profession.

THE GEOGRAPHY DIPLOMA OF THE UNIVERSITY OF LONDON. A PLEA FOR THE OPEN DOOR.

BY PROFESSOR J. F. UNSTEAD.

There is no need to stress the fact that during the twentieth century there has been a remarkable development in the position of geography as a means of education. One reason for this development is the realization that the subject, primarily demanding only the memorizing of a mass of more or less unrelated facts, could be treated in a rational manner and, indeed, should be regarded as a science, while the descriptive method and the "human interest" can be increased and intimately related to the scientific aspect.

As a result of this development, aided by the efforts of a number of enthusiastic teachers, the subject has obtained a better place in the curricula both of schools and of universities, and this advance has been recognized by many examination authorities. Indeed, it would now seem that the demand for adequately trained teachers has exceeded the supply, at least where the higher posts are concerned.

The necessary training must be commensurate with the wide scope of the subject, and honours degrees in geography, both on the arts and science sides, have been instituted at most British universities. Several universities grant also diplomas in geography, which carry the assurance of an adequate training in this one subject, although not accompanied by examinations of a preliminary and subsidiary character in other subjects of the University curriculum.

Thus, in the University of London geography can be taken together with other subjects for the pass and honours degrees in the faculties of arts, science, and economics. It can also be taken as the sole subject of a diploma for which the same standard must be reached and approximately the same ground covered as for the honours degree in geography in the faculty of arts. The acquisition of this diploma is evidence of a training in geography adequate for specializing in the subject in any kind of school.

The diploma is open both to internal and to external students, but there is a weakness in the regulations regarding the latter which prevents a considerable number of teachers from entering upon the course, and in this way the University of London does not provide a stimulus to higher education which is easily within its power. The course for the internal diploma is open to three groups of students (provided that they can show sufficient preliminary knowledge of the subject to profit by the course): (1) Matriculated students of this university; (2) Graduates of other approved universities; (3) Teachers who are eligible for recognition or provisional recognition by the Teachers Registration Council. On the other hand, none but matriculated students of London University may enter for the external diploma examination. Thus, apart from graduates of other universities who may matriculate at London in a merely formal manner, it is an indispensable preliminary condition for external students that they

should pass the matriculation examination before beginning the diploma course, and that condition is not necessary in the case of the internal diploma.

The result is that a very large body of potential students is practically excluded from undertaking this advanced study in geography. Let us take first the very common case of teachers in elementary schools who, after examinations and training in a training college, have obtained the certificate of the Board of Education, which, in general opinion, is evidence of an education at least equal to that shown by passing matriculation. They are now engaged in their schools, and find that for specialist teaching they need a qualification such as that of the London geography diploma. If they are fortunate enough to reside in or very near London they may be able to attend the various lecture courses prescribed for the internal diploma, for they are admissible as qualified for registration or provisional registration by the Teachers Registration Council. But if they live away from London, or circumstances prevent their attendance at all the prescribed lectures, they cannot be internal students nor can they enter for the external diploma without first matriculating, which, *inter alia*, involves "rubbing up" again to examination point subjects they no longer require for their own work, and they are very naturally reluctant to spend part of their scanty leisure in this way. They ask, therefore, to be put on the same footing as the internal students, and to be allowed to enter at once upon the work in which they are directly interested.

A second case presents an equally good example of the need for alteration in the regulations. After the completion of the normal two years in a training college for teachers a third year may be spent in pursuing an approved advanced course in some one subject and the method of teaching it. In one provincial training college the lecturer and students were keen on geography, and it was proposed to spend the third year working for the London diploma, as the Board of Education required such a definite course before giving its approval. The "snag" came when it was realized that these students, being eligible after their college training for provisional recognition by the Teachers Registration Council, could have entered for the internal diploma but could not sit for the external diploma without first taking the matriculation examination. Consequently, the college authorities were not able to proceed with the advanced training in geography which they were prepared to give.

Surely such opportunities for encouraging higher education in geography should not be refused by the University of London when all that is required is a simple alteration of the regulations, making the conditions for entrance to the external diploma identical with those relating to the internal diploma, an alteration, moreover, demanded by the fundamental principles that those debarred by circumstances from attending lectures should receive every help from the external council and the senate, and that there should be no inequality of treatment as between the external and internal sides of the University of London.

SECONDARY EDUCATION FOR ALL ?

BY CHARLES RECORD, B.Sc.

If one is a democrat one demands secondary education for all. If merely a teacher one is also probably sympathetic with the claim for a higher school-leaving age ; but enthusiasm is tempered by the knowledge that a fair number of children already receiving secondary education benefit not over much by it, and that a considerable number who now leave school at fourteen would be judged unfit, by any efficient test, to receive a continued education of the types commonly afforded. Yet many a child, who does badly on the whole in his school work, shows later on that he has ample capacity for doing good work, and for intelligent citizenship. Is it that the type of education does not fit these children, or is it inevitable ?

" Sir," said Dr. Johnson, " it is no matter what you teach them first, any more than what leg you shall put into your breeches first ; Sir, while you are considering which of two things you should teach your child first, another boy has learnt them both." This may be true of first things, and for many a child it probably holds good throughout his school life ; but, if the further education of a considerable proportion of our children is to be a success, curricula have to be made to fit the children, instead of the child being fitted into a curriculum. What is at present most lacking is an opening in secondary education for the non-academic type of mind, which is probably the majority mind. Every small boy wants to be an engineer. If he is so unfortunate as to have his wish gratified he finds himself involved in all sorts of abstruse theories and calculations, with precious little time to " make the wheels go round." So that will hardly meet the case. A possible line of progress is here suggested.

Man was an artist and craftsman ages before he was a philosopher or scientist. His painting and carving reached a high degree of artistic perfection before writing, calculation, or even engineering crafts had made any great development. He drew wonderfully on his walls before he knew how to build them, and while he lived in caves. The most primitive pottery often exhibits a perfection of line above that of most of the factory products of to-day. Even the great triumphs of Gothic architecture were built practically without engineering calculations ; the Gothic arch had no geometrical basis, and there were often no professional architects.

It is therefore not unnatural to expect that the right approach to the minds of children will be in many more cases through art craftsmanship than through book learning, or even engineering crafts. The first is in the blood. Nor does experience fail to support this view. The competent art teacher can secure quite a large proportion of good results. The mathematician, linguist, or scientist is happy indeed if he can claim the like. For that which readily developed to maturity in the dawning of the race one may expect to find a ready reception in the mind of the child emerging from childhood. That is to say, a considerable proportion of children leaving elementary schools, with some of the more rudimentary tools of learning in their hands, but with little capacity or inclination for using them, will probably best begin their secondary education with a curriculum which lays stress on the art-crafts side.

The design and making of simple things as well as possible, besides developing the creative spirit—the desire to produce good work for its own sake, a side of human nature latent in every man—may well afford an introduction to the sciences, mathematics, and literature. Most children do better with some solid ground under their feet when they reach out to these things ; they need familiarity with something more tangible, and flounder for lack of it. The curriculum, starting almost as a workshop and drawing course, may well have its bias decreased as the student progresses, the tendency thus being exactly opposite to that in a vocational training. For specialization is no part of the writer's aim. The fact that education with an art-craft bias may turn out some partially trained cabinet-makers or potters is just as incidental as that language teaching will produce half-trained interpreters. It is an approach to the mind that is sought, a gateway for the other things that go to the making of a good citizen ; and, what is also vital in education, an attempt to cultivate the will. *Incidentally*, this line of approach will have its special effect, and a good effect ; for while at present the demand for well-made and beautiful objects of common use is small, owing to a low level of public taste, continued education through handicraft will develop both the taste and the craftsman—the demand and the supply.

There is not wanted a separate type of secondary school. The intermingling of different types of mind, so much lauded as a virtue of university life, is not less valuable in school. What are needed are large secondary schools, embracing all the work now covered by central, secondary, and junior technical schools, and including an art-crafts side.

To those absorbed in the details of educational work a definite standard in a certain number of subjects is apt to appear essential. What is essential, and what alone is practical, is the proper development of the potentialities of the juvenile mind. A tremendous amount of time is now wasted in the specialized or technical training of young people who have no foundation to work upon, no idea of how to tackle anything for themselves—even the getting of information from a text-book. The child whose mind is awakened, whose interest in learning is aroused, through the medium of craftsmanship—and all who know good craftsmen know that this does happen—may well become, ultimately, as good a philosopher or administrator, besides learning as well how to live and earn his living, as one educated on more orthodox, and more apparently relevant lines.

The Ica-Epidiascope.

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LEGAL NOTES.

"Public Schools" and Income Tax.**What is a Public School?**

The case of *The Birkenhead School Ltd. v. Dring*, heard in the King's Bench Division recently, raises once again the question easy to ask but difficult to answer, "What is a Public School?" The Birkenhead School Ltd. owns and carries on a high-class preparatory school under that name, which has about 450 boys, forty of whom are boarders. It is managed by governors elected by the shareholders in accordance with the Association Articles, and three others, nominees of the Crown. These governors are directors of the company.

Schedule A, No. VI, Rule 1(c).

The company appealed against assessments to Income Tax under Schedule A. The amount was not disputed, but the company sought to maintain that they were entitled to relief under Rule 1(c) of Schedule A, No. VI of the Income Tax Act, 1918. This rule permits an allowance of the amount of tax charged on any public school in respect of "public buildings, offices, and premises belonging thereto," so far as not occupied by a master or tenant paying rent.

The Company's Definition.

The company claimed that "Birkenhead" was a public school within the rule, in that it possessed the four necessary elements: (1) a charitable substratum; (2) management by a public body; (3) absence of private interest; and (4) a charitable object. The Crown contended that it did not fulfil the tests for establishing that it was a public school, and the Commissioners held that the company was not entitled to exemption.

The Court's Addition.

Mr. Justice Rowlatt, in dismissing the appeal, said though the school gave the advantages of a public school, its foundation was not of a permanent character, for its continuance "depended on the corporate will of the members of the company." The case was really one of "a company running a school without paying dividends," but it was liable to be wound up at any time. "The elements of permanence connoted by the word 'foundation' were part of the essence of a public school and these elements were here absent."

The Public Schools Act of 1868.

The term "Public School" used as a term without precision for centuries was officially used in 1860 when the Clarendon Commission was appointed to enquire into the government and extension of certain ancient endowed grammar schools and colleges, viz., Eton, Winchester, Westminster, Charterhouse, Harrow, Rugby, Shrewsbury, St. Paul's and Merchant Taylors. The Public Schools Act of 1868 (to give it its popular designation) which resulted, applied to the first seven; whence they are often termed "The seven Public Schools," as if there were no others. Of course this is an error. There are a score or more schools of similar character—like Marlborough, Cheltenham, Wellington, the City of London, Glenalmond, Brighton, Uppingham, and Radley. Some are comparatively modern, but all do possess that permanency of existence which the Court held to be essential to the character of a public school.

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

January, 1852.

Neglected Children (from a Report of a meeting on Reformatory Schools).

The Rev. T. Carter, Chaplain of Liverpool gaol, stated that of the 9,500 commitments to that prison last year 1,100 were juvenile offenders of sixteen years of age and under; amongst which the recommitments amounted to 70 per cent. He then entered into details, showing not only the inefficiency, but the mischiefs arising from the present criminal system, and the vast expense it caused. Of eighteen boys who had been transported for crimes committed in the neighbourhood of Liverpool, the cost to the borough of each was £62 7s.

Mr. Bishop, Secretary to the Ragged Schools Institution of Liverpool, averred that in forty of the best streets, occupied by the working people of the town, there were found 411 children between the ages of five and fourteen: of that number, 206 went to a day school, 29 to evening ragged schools, and 176 to no school at all. Looking at those streets which furnished the largest number of the inmates of prisons, he found that in Bridge Street, out of 436 children between five and fourteen, only 51 went to any school—of these, some only to evening schools, leaving 385 without any instruction. In Crosby Street there were 484 children of the same age, of whom 47 went to school and 437 did not. In the first three courts of New Bird Street there were 119 children, and only three went to school. Including the front houses adjoining these courts, there were 163 children: of these, sixteen went to a day school, four to an evening ragged school, and 143 to no school at all. In referring to ragged schools, the speaker said that a boy sent to one of them was not allowed by his parents to remain a week, as he earned a large sum by begging in the streets.

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The University of London and its Colleges.

By the courtesy of the Rev. S. Gordon Wilson, we are enabled to ask our readers to accept with this month's number a print of the colleges of the University of London, prepared under his direction and inscribed to the memory of founders and benefactors.

BLUE BOOK SUMMARY.

London's School Medical Service.

Volume 3 of the annual report of the London County Council deals with Public Health, Drainage, and Housing, but for readers of the *OUTLOOK* it is Chapter 2 which will prove of most interest, for it is the report of the School Medical Officer, Dr. F. N. K. Menzies, prepared in collaboration with Sir William Hamer, whose period of office terminated at the end of 1925. It runs to some ninety pages. In an introductory note commenting on the influence of the 1870 Education Act on health, and the curious phenomena of the sudden decline of infant mortality from a stationary level at the end of last century, Dr. James Wheatley is quoted as stating at the B.M.A. meeting at Portsmouth in 1923 that beyond all question the predominating influence in promoting the decline of infant mortality had been the Act of 1870, and he urged that "general education had operated mainly by developing the sense of responsibility of parents in the health and lives of their children." Certainly it seems to have developed an enormous responsibility for the educational authority of London; and most thoroughly have they shouldered the burden.

During the year 1925 197,702 children in the three statutory age groups, and 41,011 children approaching the age of fourteen were examined by the school doctors in London elementary schools, and 102,533 were found to require treatment. But figures such as these, and there are scores of others that could be quoted, convey little until they are analysed in detail. And for that the whole chapter must be studied. All who read it must close the report with the feeling of having made a discovery—the discovery that behind those big schools dotted over the County of London there is a work being done by a vast army of doctors, nurses, visitors, care committees, of which the average Londoner knows nothing. Without it the purely educational work of those schools could hardly be carried on. In illustration take, say, the matter of bodily cleanliness. Twelve years ago under 87 per cent. of boy entrants had clean heads, and under 77 per cent. clean bodies. In 1925 the figures were 95 and 96. Nearly 25 per cent. of the girl entrants had nits in the hair. By 1925 this figure had been reduced to less than 10. There has been in fact a great and progressive increase in personal cleanliness—a striking manifestation of the beneficent results of the school medical service both on the children themselves and their homes. The dental problem remains, however, as far from solution as ever. "Prevention and not dentistry is the sovereign remedy," but the methods of prevention are yet to seek. Till that riddle is answered modern dentistry can only struggle "to confine the ravages of dental decay within limits."

The chapter contains a most interesting section on "Encephalitis lethargica" and "Myelitis"—with etymological explanations. But it is too full to resume here; we merely call attention to it and also to the two very suggestive maps on page 125. And if one is seeking enlightenment on the value of open-air classes (of which there were 117 in 1925) and of Solaria like that at Stavey House, Clapham Common (the subject of an article in the September issue), let him read on from page 128, and he will surely find what he wants.

Perhaps the figures and facts collected in pages 144-151 on defective children show as well as any other section the intense earnestness with which the medical service attacks its problems.

One interesting type of defective is that which was the subject of Dr. F. C. Shruballs's enquiry—the "Mongol." The name is given from the superficial resemblance of the sufferers to the Mongolian races; "a resemblance which extends not only to certain facial traits, but to the sitting posture with the legs crossed and the feet resting on the thighs, with the soles uppermost." Their rounded heads, squat noses, small ears, shortened little fingers, are usually accompanied with poor circulation, and they are liable to suffer from catarrh and adenoids. "Mongols" are usually placid, good tempered, fond of listening to music: Most are undoubted imbeciles and capable of very limited improvement. If any teacher should think he recognizes the type, he might compare his observations with Dr. Shruballs's, who from an examination of 322 "Mongols" found that the mental age rarely exceeds five, and that they are frequently though not exclusively the last children of elderly parents, the mother in many cases being older than the father.

Another highly interesting investigation was that made by Dr. Elizabeth McVail into the history and physical condition of 69 children in two backward classes in Laycock Street School. One class contained girls of nine to twelve, the other, of twelve to fourteen. The intelligence quotients of all were obtained on the Binet scale, and in each case the cause of dullness and backwardness was investigated as far as that was possible. Detailed particulars of many of the girls are given and the report raises an interesting question. Some psychologists, it says, have tried to maintain the fatalistic theory that "intelligence" is an attribute of the individual "inborn and immutable." Nothing post-natal, they seem to say, can increase it or diminish it. Dr. McVail's study clearly shows, however, that whatever view may be taken as to increase, "medical opinion must take a firm stand" in regard to the decrease. For it is clear that defects of the special senses of seeing and hearing can diminish the intelligence quotient as can chronic constitutional disease. Therefore by preventive medicine, hygiene, and care the intelligence of a generation can be improved.

One little known corner of the L.C.C.'s medical service work is concerned with barge children. On the ground floor of the Boatman's Institute, Paddington Wharf, lessons are given to the children from the various barges which temporarily anchor there. There are seventy-six names on the roll, ages ranging from five to fourteen years. Medical inspection was carried out for the first time last autumn. "The children are rather like the small wild things of the forest, very timid at first and needing much coaxing" out of the belief that the medical officer "is not a kind of Lord High Executioner who performs major operations on the spot." There is a generous sprinkling of such pleasant little patches of print in the report, but people who prefer tabulated statistics will find an ample supply on pages 166-170.

THE NATIONAL UNION OF TEACHERS.

"A Real Board of Education."

It will be remembered that the last annual conference of the N.U.T. pronounced against the formation of a "Real Board of Education." This fact notwithstanding, the Executive of the Union has again discussed the matter and has decided by sixteen votes to thirteen that the following motion shall be submitted to the Margate conference next Easter: "In the interests of education and national welfare it is essential that the Board of Education shall be so changed as to include (a) Representatives of Parliament; (b) Representatives of Local Education Authorities and other bodies engaged in the administration of education in all its grades; and (c) Representatives of the teaching profession. Its right and duty should be to advise the President of the Board on all matters of educational policy." With the Executive itself so nearly evenly divided on the matter it may be expected there will be a corresponding cleavage of opinion in the conference. The arguments for and against will, in substance, be the same as were urged at the Portsmouth conference. It will be interesting to know whether with Executive backing at Margate the conference will reverse the decision reached at Portsmouth.

The Burnham Scales.

Lord Burnham's award in the matter of salaries did no more than substitute his awarded scales for those included in the Standard Scales Report. The original report, unless specifically altered by the award, remained, as also did the many decisions of the Board of Education on points not completely covered by the report itself. Decisions in such numbers have been recorded that it has become difficult to follow them. It has, therefore, been decided by the Burnham Committee they shall be codified and included in a new report. The business of codification has been referred to the Reference Committee and is now nearing completion. The fully codified report will shortly be presented to the Burnham Committee for approval and then issued to local authorities for their information and guidance in the many special cases which confront them.

The Carmarthenshire Case.

The position in Carmarthenshire is much the same as when last these notes appeared. The authority has offered to meet its own teachers in conference but refuses to recognize any representatives of the Executive of the Union—"outsiders" as it dubs them. The Executive has advised the local teachers not to go into a conference of the kind suggested. Further action by the Executive will doubtless include special representations at the Board of Education and an endeavour to persuade the Board to call a conference in London which shall include representatives of the local authority and their teachers together with representatives of the Executive of the Union. It is hoped that such a conference will be called and that the President will preside. It is altogether intolerable that Carmarthenshire should much longer be allowed to stand outside a national settlement already accepted by every other local authority in the country.

The Headships of Mixed Schools.

The question of sex in making an appointment to the headship of a mixed school has recently been pressed

to the front by the action of the Torquay authority in advertising for a master to fill such a post. It is as well therefore to state the policy of the National Union in respect of such appointments. The Union takes the educational line and lays it down as essential that every appointment to the headship of a mixed school should be made in the best interests of the school itself. The local education authority should appoint the candidate most likely to conduct the school successfully be that candidate man or woman. The suggestion that the N.U.T. is in any way responsible for the sex bias of the Torquay advertisement is, therefore, untrue.

Examinations.

Following on the notice of examinations in the December notes it may be stated that no agreement was reached between the representatives of the local authorities and the teachers with regard to external examinations. The Executive has decided it will take no part in their infliction on the schools. It remains therefore, for such local authorities as desire to carry out the policy of the Association of Education Committees to do so without the co-operation of the teachers. The Executive of the Union, being keenly alive to the use of examinations in the internal conduct of a school, has issued a memorandum to local associations embodying its views.

Economies and Staffing.

From information received at Hamilton House it is becoming apparent that the Board of Education intends to reduce expenditure on education by insisting on staff modifications in the more progressive areas. Either the staff is too large or the proportion of certificated teachers employed is too high. Evidently the Board's intention is to level down expenditure on salaries, not by any alteration of scales, but by the levelling down of staffing values. In short the President is acting as empowered to do by the education clauses of the Economy (Miscellaneous Provisions) Act—he is comparing one authority with another to the detriment of the most progressive. The Executive has given very careful attention to the matter and has decided to call public attention to the policy in the areas affected. Also a line of action will be suggested to members at the Margate Conference.

As a result of the action of the Church Assembly with regard to an Enabling Bill, the National Union decided that no good purpose could be served by submitting evidence to the Archbishops' Commission. The evidence was, therefore, withdrawn.

The Cambridge Municipal Authority has invited the National Union to hold its 1928 Easter conference in Cambridge.

Teacher representatives (Members of N.U.T.) on Education Committees are to meet in conference in London on 4th January, 1927. The conference has been arranged by the Executive of the Union for the purpose of discussing several matters of outstanding importance.

The amount contributed by the Union and its local and county associations to the "Save the Children Fund" during the coal dispute was £5,158. In addition, £1,622 was collected and disbursed locally.



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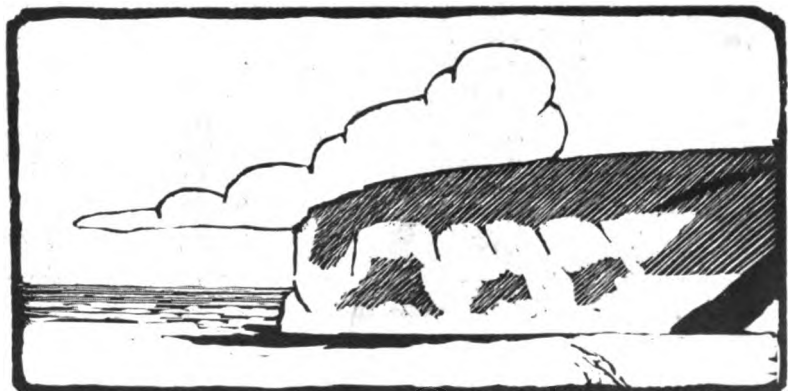


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December 18th, 1926.

AN OPEN LETTER TO ALL QUALIFIED TEACHERS.

Dear Sir (or Madam),

I am directed to inform you that on Tuesday, December 14th, 1926, His Majesty the King in Council directed that the Teachers Registration Council should be constituted in future on a new basis.

The Council which will succeed the present body on July 1st, 1927, will number 48 Elected Members, to whom may be added two co-opted Members. All of these must be Registered Teachers. The Chairman will be appointed from outside the Council. Of the Elected Members, twelve will be appointed by the Universities of England and Wales. The remaining 36 will be elected by Registered Teachers voting according to their type of teaching work for the number of representatives allotted to that type. Thus, Elementary School Teachers who are registered will have three votes each, which they may use in the election of three Head Masters, three Head Mistresses, three Class Masters, or three Class Mistresses, according to their own position in the schools. Specialist Teachers of Music who are registered will have one vote to be used in the election of a representative Teacher of Music.

The new Council is empowered to remove from the Official Register the name of any person after due enquiry.

These changes make it urgently necessary that all qualified teachers should become registered without delay in order that they may vote at the election next March, and thereby enable the Council to fulfil its task of establishing a united Teaching Body, with recognized standards of attainment and professional skill.

I am, Dear Sir or Madam,

Your obedient Servant,

FRANK ROSCOE,

Secretary.

SCHOOLCRAFT.

THE TEACHING OF GEOMETRY.

BY G. C. BARNARD, M.Sc.

I.

A number of teachers in recent years have given expression in print to serious doubts as to the value of what is normally taught in secondary schools, and it would appear that quite a considerable proportion of those now actively engaged in teaching have no great faith in their work. The opinion seems general that we are asked to teach unsuitable subject matter, and owing in large measure to the existing types of examination, are asked to teach it in the wrong way. Hence, there is much criticism both of the matter and the method current in modern education, and it may perhaps be as well to consider some general principles in their application to one particular subject. For this purpose I choose geometry, for a variety of reasons.

In the first place we may ask ourselves why it is that geometry, in conjunction with arithmetic and English, is usually considered an essential subject. The answer brings us to a fundamental principle of human thought. We cannot think much, and certainly we cannot communicate our thoughts, without language; and hence all education must be based on the study of the mother tongue. But ultimately all words are based on precepts, and thus we cannot think at all without perception. Now, owing perhaps to the nature of the universe, perhaps to some peculiarity of the human mind, we can only perceive in space and time. Human thought depends ultimately upon an immediate knowledge of space and time; from the former we derive our idea of position and extension; and from the latter our ability to count. The processes of counting and of arranging units in space are the basis of all scientific knowledge, and therefore they are of supreme importance in education. As a profound, but not well-enough-known, thinker, C. H. Hinton, has written: "It is important to develop the space-sense, for it is the means by which we think about real things. Space is the instrument of mind. According to Kant, and according to common experience, it will be found that a trained thinker is one in whom the space-sense has been well developed."

And yet, only a few months ago, an examiner, disgusted at the many hundreds of appallingly muddled papers he had to mark, wrote to the *Times Educational Supplement* expressing his serious opinion that geometry ought to be dropped out of the ordinary curriculum, and perhaps only a little geometrical drawing be retained. Moreover, there are many others who, if questioned, will agree that geometry is really not suited to the commonplace mentality; that the hours spent on it are, for most boys, entirely wasted; and that not only is nothing of value remembered, but a positive distaste for reasoning is induced.

Is it, then, necessary for us to admit that the majority of mankind are essentially unteachable beyond a very elementary stage? That their minds are really incapable of perceiving comparative simple relationships which are almost immediately obvious to boys who, though not above the average in general intelligence out

of school, are of the type called intelligent by teachers of special subjects? I am not over-sanguine in my opinion of the intellectual capacities of the average human being, but I should not like to think that there is such a gap as this between the apparently intelligent and the average. Before doing so, we must examine our methods of presenting the subject, and exhaust the various possibilities in that direction.

It cannot be too clearly insisted upon that there are two modes of knowledge; the one rooted in intuitive perception, and the other in abstract reasoning. The former relates to reality, and the latter relates to concepts, and each has its own value, but conceptual knowledge is based upon perceptive knowledge, and is a derivative from it. Geometry, for all its dialectical superstructure, is essentially an empirical science, based upon the perception of numerous facts—in this case, spatial relationships—although for some hundreds of years now Euclid's deductive presentation of the subject matter has obscured its empirical origin. It is to be observed, however, that we live in an age when dialectic is rather discredited, and the essentially pragmatic philosophy of science is felt to be more intellectually satisfying. Moreover, there is an ever-growing distrust of the pure reasoning which spins a web of demonstration from *a priori* data without making constant appeals to experience for confirmation.

The development of the natural sciences has brought about a dissatisfaction with pure book-knowledge and a realization that we may easily acquire skill in juggling with words and yet have no knowledge of the realities which lie behind these symbols; that, in fact, the show of conceptual knowledge can be acquired without any adequate basis of perceptive knowledge. In the natural sciences this is a danger which, at any rate in the universities and in progressive schools, is recognized and consciously guarded against; but in mathematics it is not so.

It is true that many teachers begin with a short course of experimental geometry, in which simple facts are discovered and early theorems anticipated; but this method is soon dropped, and, in any case, far too much place is given to mere measurement. Dissection puzzles and solid geometry are not usually given their due in the books for this inductive stage, and once it has passed deduction reigns supreme, apparently because pedagogues think that the pupil can give meaning to a simple abstract general idea more easily than to a complex concrete particular fact.

Of course, if the pupil has himself abstracted the general idea from facts of his own perception, it becomes a mental tool of great value. But he cannot usefully use his reason on concepts which only the teacher, and not himself, has abstracted. It is not always sufficiently realized that the process of abstraction takes time, and that work done in the concrete is never wasted. As long as a boy's mind is so little developed that he finds

the process of actually drawing accurate figures, dissecting them, and applying the parts more comprehensible than a logical demonstration of the theorem ; as long, that is, as he prefers the practical method to the less troublesome abstract method, the subject should be treated experimentally. We must remember that the beginner is asked to master a considerable array of symbols, the value of which depends for him not merely on the fact that, at different times, each one of them may have been explained, but upon the degree of reality which their meaning has for him. Even if he understands them all severally, he may easily lose his grip on them when they are put one after another in a chain of argument. It is a new language, and a highly unfamiliar one.

The chief psychological fault of the Euclidean method of teaching geometry, however, lies in its assumption that it is better to base a science on a very few *a priori* axioms, and to deduce everything from these by logic, rather than to have as wide a basis in perception as possible. It is doubtless useful for the adult to rebuild his sciences in a deductive form, but this is entirely unsuitable for the child. Education should develop the intuitive and perceptive powers as well as the purely rational, and to force a pupil to follow arbitrarily chosen demonstrations of theorems which he is capable of perceiving directly as being true is, as Schopenhauer has said : " Like the actions of a man who cuts off his legs in order to go on crutches." In fact, my whole argument is to be found in Schopenhauer, as I have lately discovered. For example, this (" World as Will and Idea," Book I, section 15) : " If now with our conviction that perception is the primary source of all evidence, and that only direct or indirect connection with it is absolute truth ; and, further, that the shortest way to this is always the surest, as every interposition of concepts means exposure to many deceptions ; if, I say, we now turn with this conviction to mathematics, as it was established as a science by Euclid, and has remained as a whole to our own day, we cannot help regarding the method it adopts as strange and indeed perverted. We ask that every logical proof shall be traced back to an origin in perception ; but mathematics, on the contrary, is at great pains deliberately to throw away the evidence of perception which is peculiar to it, and always at hand, that it may substitute for it a logical demonstration."

Perhaps we can see now that when fifth form boys show, as the total result of their school course, a complete inability to distinguish between what is given as data and what is required to be proved, a general confusion of ideas in place of a clear notion of what a proof should be, and a few vaguely and imperfectly remembered demonstrations of certain favourite theorems, the fault lies not entirely with the grey matter in their heads, nor wholly in their lack of industry, but to a very great extent in our methods of teaching the subject.

(To be continued.)

JUNIOR TECHNICAL ELECTRICITY : by R. W. Hutchinson, M.Sc. Second Edition. (University Tutorial Press, Ltd., 1926. Pp. viii + 385. 4s. 6d.)

With the exception of a few additions concerning " wireless " circuits, there are hardly any changes from the first edition of this book, which was published just over a year ago. The fact that it has been necessary to reprint the book so soon is a testimony as to its usefulness.

R.S.M.

PRAYER-TIME IN THE KINDERGARTEN.

BY L. M. HONOR GELL.

Most kindergartens have some sort of opening ceremony each morning—some prayers, a hymn, perhaps a Bible reading—which is intended as a " send off " as it were to the day's work.

At first this opening rarely fails to impress the children tremendously ; but it soon tends to become slack and spiritless.

The average healthy child is essentially active rather than passive ; a " doer " rather than a " looker on." Should a teacher give some demonstration, hardly a moment will pass before there are cries of " May I do it now ? " " Do let me try myself," and so on. " When I'm grown up," declares the small boy, " I mean to do things ! " But he does not wait until he is a man to start. Action, in some form or other, is the great impulse in the child-mind.

This has been widely recognized ; hence the importance now attached to all " expression work." Yet in so many kindergartens the children play an almost entirely passive part during the prayer-time. Surely the same principle can be applied there as elsewhere, and they should be encouraged to compose their own prayers.

To awaken fresh interest in one such class the teacher called for a volunteer from among the children to say a prayer. One child immediately offered to do so. She composed it sentence by sentence, the others repeating it in like manner. It is true that parts were somewhat similar to the usual prayers, but it was presented differently and the children were interested.

The next morning there was quite a chorus : " Please may I say a prayer to-day ? " " May I ? " " Oh, do let me ! " A list was made stating the names of those who were willing, care being taken that only those who really wanted to do so were included. Compulsion, or even gentle persuasion (in such a case) would have entirely defeated its object. But it was not long before everyone wanted to have a turn.

That was nearly three years ago ; and now, except on special occasions, such as the beginning and end of term, the teacher never has to read a prayer.

The phrasing and subject matter is left entirely to the child, who composes it on the spur of the moment, for no one knows until the time who will be chosen ; and it is remarkable how rapidly the composition improves. (It will be understood that this method is intended for quite small children, who are not so inclined to be self-conscious.)

As may be imagined, the prayers include many original and varied subjects, ranging from relations to insects ! It all depends on the particular child. Thus prayer-time is always interesting and never monotonous.

Here is a prayer made up by a little girl, aged seven :

" Please God, bless our mothers and fathers, brothers and sisters, aunts and uncles, grannies and grandfathers, all our cousins and friends ; and look after the birds, and the fishes, and the insects. Please help us to be good to-day, and thank you for everything you have given us. Please look after all the ill people and make them better again ; and let it be a fine day to-day. For Jesus Christ's sake. Amen."

MUSIC.

BY J. T. BAVIN.

These lessons deal with various points of musical training, with especial reference to the gramophone.

TONALITY.—Continued.

Top Doh.

We have now realized the existence of a fundamental sound, a doh in every tune. But just as in many houses we find a ground floor and an upstairs floor, and we are at home whichever floor we are on, so in tunes we may find a doh on the upper floor as well as on the lower. And just as there are steps connecting the two floors of the house, so there are steps leading from the downstairs to the upstairs doh. The sound of the bells will illustrate this—the downward scale sung to loo, with doh for the bottom sound. The bells began upstairs, and went down. Now we will sing them backwards, starting from doh and running up the steps. When we get to the top we feel we have come to the end: we are at home again, and have reached the next floor, the upstairs doh. This time in singing we will say doh at the top, doh at the bottom, and loo for the steps between. To tell whether the doh is upstairs or downstairs, we add a little mark to the top doh—doh¹—when writing it. For a test sing up and down the scale to loo, stopping at various places—ray, fah, me, etc: and ask if it has reached home, "Was that doh or doh¹?" Avoid a stop on soh in the early stages lest it may puzzle some of the listeners.

Tunes suitable for following up are: "Dickory Dick," "Upon Paul's steeple stands a tree," "Sing a song of sixpence," "Three blind mice," "A frog he would a-wooing go," "Jack and Jill."

We can now take a step further by playing various compositions and asking for the doh to be sung at the end of each. The nursery rhymes will make an easy beginning, and they may be followed by Beethoven's Rondino in E (D-1445), Rimsky-Korsakoff's "Chanson Indoue (D-1445), Beethoven's Minuet in G (2577), Bach's Gavotte in E (2577), Mozart's Minuet in D (L-1132), Beethoven's Second Movement from the Eighth Symphony (L-1539), Haydn's Symphony in G ("Surprise"), second and third movements (L-1568-9-70), Haydn's Emperor Quartet, second movement (L-1634), etc.

Modulation.

If we listen carefully we shall discover that although all tunes have their own doh, in some of them, the longer tunes especially, we shall also discover that the doh, the keynote, sometimes changes its position. The way is now prepared for noting modulations—changes of key. Just as people change their homes sometimes, and go from one house to another, so the doh sometimes changes: it goes to new homes, but it always comes back to the old one at the ending of a tune. A good example to begin with is Mozart's Minuet in D. It will be found that the first sentence (the first little tune) begins and ends on the same doh—the main keynote of the whole work. The second sentence ends on a new doh—listen to it, and at its end sing the new doh. The third sentence goes back to the main key—the original home—listen and sing it. Each section of this

minuet can be similarly treated. At the end of the first section of Beethoven's Minuet in G there is a change to a new doh: on the repetition of the sentence it returns at once to the original doh, so we can hear the change again. In every case the doh should be sung. The middle section of most marches and waltzes will furnish good examples for this purpose: "Pomp and Circumstance" March—"Land of Hope and Glory" (9080); "War March of the Priests" (246); "Coronation March (L-1403); "Military" March (3261); "Carmen" Prelude (L-1208); Chopin's Polonaise in A (L-1092); "Coppelia" Ballet Music (901); Coleridge-Taylor's "Valse de la Reine," and the two movements of the "Petite Suite de Concert" (all on L-1407).

ARTS AND CRAFTS IN SCHOOL.

Elsewhere will be found an article by Mr. Charles Record advocating a wider curriculum in secondary schools. Wider, that is, in the sense of giving opportunity to boys and girls who do not respond readily to book learning but are alert enough when asked to use their hands. Since words, and ideas that can be expressed in words, are commonly regarded as a sufficient and sole evidence of education, those who are deft with words and can give expression to conventional ideas take rank above those who are less articulate, even though these latter may be more responsive and alert in their own way, given the opportunity to express themselves in their handwork or in games. The worst evil follows when a school allows those who may be merely inarticulate to be classed as dullards, depriving them of that self-respect which is essential to sustained effort, and making them indifferent or contemptuous where school work is concerned.

The examples of wood-block printing given on our picture pages furnish illustrations of what can be done by boys who are encouraged to practise an artistic craft. The blocks were drawn and cut by boys of Bembridge School, and they are taken from a handsome volume published recently by the Cambridge Press. For permission to use the blocks we are indebted to Mr. J. Howard Whitehouse, the Warden of the School. At Halstead, Essex, the boys in an elementary school have been taught by the head master, Mr. Morton Matthews, the art of etching, and we hope to reproduce examples of their work in an early issue. For girls, the art of embroidery offers many opportunities, and there is valuable help in the book recently prepared by Mrs. Philip Brandon Jones, and published by Batsford at 2s. 6d. (paper) or 3s. 6d. (cloth). The full title is "Simple Stitch Patterns for Embroidery." There are excellent plates in line and colour showing the possibilities of the art even where skill in original design is wanting. The directions are clear and concise, and the articles suggested for practice are such as will please young people to make. The aim, achieved with great success and a real feeling for craftsmanship, has been to encourage pupils to attempt work which is beautiful in itself, free from over-elaboration, and within the scope of beginners. We shall be glad to hear from those of our readers who have introduced artistic craft or handwork into their schools.

ART TEACHING. SOME REFLECTIONS AND RECOLLECTIONS.

BY ROSA W. HOBHOUSE.

V.—THE SYLLABUS.

In some schools a syllabus of future work is required. This may have to cover in its scheme the work intended for a term of several years, representing the average school life of the pupils. At first even the idea of preparing such a syllabus may seem irksome to the teacher of drawing and painting. Different temperaments naturally approach things differently. On first being asked for a scheme of work to cover four years, I found myself almost in revolt. But once the tentative outlines of the syllabus were drawn up it began to offer to my mind a point of rest.

No doubt, however, had anything like a strict observance been insisted upon, the effect of its existence would have proved a discouraging bondage, taking away the very possibility of spontaneity in choice of subject in the progress of the work. Indeed, close adherence to a syllabus should never be required. There should always be room for considerable divergence between the plan as set forth in advance and the record of work done or "diary of work." For a syllabus can only serve as a "liberating" factor, a point of rest, when it supplements the idea of spontaneous choice with the provision of forethought, so that when spontaneity fails to produce a more interesting subject than that laid down, there is positive ground week by week under our feet. If our scheme of work tells us that on a given date we are to take the subject of "A group," a pot of geranium, or flask, with a garden fork being intended, and we have that week the offer of a live rabbit, quite obviously the pot should give way to the living model.*

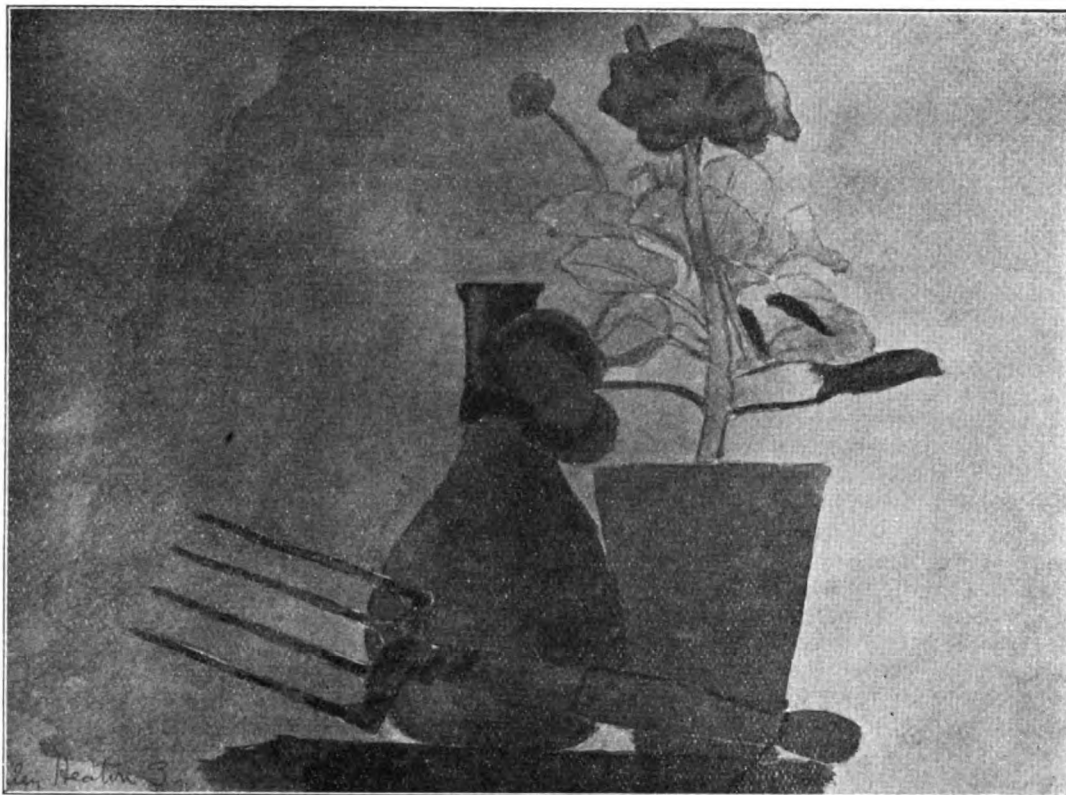
An art syllabus should, in my view, allow for the recurrent practice of the elements of drawing and painting, from observation, from memory, and imagination. Not that memory work and work done from imagination should really be spoken of as distinct from observation work. The only difference between them is that instead of the impressions being immediately recorded, in the two former types of work they are retained over the space of more or less time, and, in the case of imaginative work, associated with other ideas than those strictly within the remembered impressions. Of course, all works of art, if truly alive, even though representing the most obvious objects, will be imaginative in one sense, but we are here referring to work in which a measure of inventive thought is added to the simple record of things seen. Certainly these three classifications of work done from observation, memory, and imagination have known no artificial separation in the Eastern mind; a Chinese artist, for instance, rarely if ever working directly from observation and yet being a master in the recording of sensitively observed facts of form and colour. His method is to contemplate the lotus flower in its native surroundings, and then to produce his work apart, drawing from his recollection the impression with all the precision of a botanical statement, and with all the romance of a poet. In an art criticism on the landscapes of Wilson Steer the appreciation appeared thus: "It is as if science has turned lover," a thought appropriate in this connection.

By "elements" of drawing and painting, I mean further those permanent elements, or uses of the mediums for the purposes of expression, which are essential to those who have had experience in the arts as well as for beginners. I hold no brief for "elementary" stages to be gone through and left behind once for all.

The subjects included in the syllabus should give recurrent opportunity for practice of these elements, for studies in light and shade, in construction and proportion, composition, and design. Practice in construction and proportion may be divided, roughly speaking, into the drawing of objects which demand chiefly a broad massing in of simple parts and the fidelity to detail required in expressing delicate plant forms, etc. Composition will cover group drawing and illustration, whilst design will leave scope for a decorative motive, in accord with the principles of truth in shapes and spaces. As lettering is often needed for inscription of mottoes in designing, script may be regarded as a complementary subject. Personally, I have thus admitted it, guiding myself with Edward Johnston's delightful book: "Writing and Illuminating and Lettering," in The Artistic Crafts Series of Technical Handbooks, and also helping the pupil with the larger plates published separately in portfolio. Modelling, as contributing to a living sense of form, may also be encouraged in a simple way—more, indeed, to familiarize the mind with the substance of the terms light and shade in association with form than for the production of developed results. For these there would need to be a class devoted to the subject entirely.

A strict limitation must be set upon the encroachment of all and sundry related and unrelated applied arts and crafts into the art classes. Cennino Cennini is right when he calls drawing and painting "the foundation of all the arts," and certainly within the prescribed limits allowed to most art teachers it is an absurdity to claim more than these. All else admitted should be regarded as a voluntary concession on the part of the one teaching, and any multiplication of such should be discouraged rather than encouraged. Certainly there should be no continuously increasing demand made on the part of the educational authorities. Speaking once with my successor in the art room of a large school on this subject of increased demands on the part of the authorities, unaccompanied by any increase in the allotted time, I remarked with a touch of amusement: "It is strange in these days when the educational world is absorbing itself in the study of psychology that we are asked by the authorities to do the psychologically impossible." His reply was given sadly, because of its immediate bearing on his own daily discouragements in the discharge of his responsibilities: "Not the psychologically impossible alone, but physiologically impossible, also."

*Living models should be limited to those which do not fear human society. I once saw a squirrel, timidity incarnate, in a cage for the benefit of a kindergarten class. One of the students, training as a teacher, observed: "We have to knock at the dark box into which it always runs to startle it out into the cage where the children can see it!"



*Group (Painting) to recall lessons on construction and proportion.
The work of a child in a London Elementary School.*

A SCHOOL BAZAAR.

By R. ATTWOOD.

A large school desiring to raise a considerable sum for some object can find no better method than a bazaar.

If about £300 is needed the preparations are begun a long time before the event, perhaps a year or even more. A committee, to include a reliable treasurer, is elected and initial funds must be obtained. The forms or houses of the school will probably be keen to work in sections and should be encouraged to raise money before the bazaar. There are many opportunities for doing odd jobs, such as darning, gardening, or laundry work on a small scale. Home-made buns and biscuits may be sold at lunch time on certain days during the term, and sweets, jam, and marmalade will always find purchasers both before and at the bazaar. The girl who is clever at raffia-work or leather-work will be able to help a group to make this their speciality.

The stalls should be planned out soon so that gifts may come in quickly. There should be soap and handkerchief stalls, as each girl is probably willing to bring one handkerchief and one tablet of soap. This principle of "many a mickle makes a muckle" may also be applied later by the collection of one lump of sugar from each girl towards the resources of the commissariat.

A household stall is always an attraction. Tradesmen are sometimes willing to give samples, and to lend gay advertisement posters for decorating the stall.

At the last moment, if the school is near London, it may be possible for a party to make an early journey to Covent Garden to buy flowers and fruit, which will not

only beautify the form room in a startling way, but sell rapidly and profitably.

Handbills to announce the bazaar should be printed, and admission should be by ticket only, obtainable beforehand or at the door. A good price for the ticket is a shilling, which should be returnable in goods at the bazaar.

The whole school will be needed; stalls will fill most of the form rooms, and their position in the building should be clearly indicated by a map or list at the entrance, and directions on each corridor.

A concert, a play, and a dancing display may be held at intervals during the day, and for all these it should be possible to buy tickets beforehand. As these will probably take place in the hall, the "restaurant," a popular feature, may have to be in a form room or in the gymnasium. If the tea queue is likely to be cumbrous, it is a good idea to have tea at a fixed price, and not an *à la carte* meal. Light refreshments may be sold in the grounds if it is summer, and country dancing, a punch and judy show, and a cocoanut shy may also be in evidence.

There should be a room where parcels are packed at a small charge; a competition room always draws a crowd, and fortune-telling of any sort never fails to interest.

A bazaar on this large scale ought to open about ten in the morning and stay open till the evening, finishing with an auction sale. If relays of girls volunteer to help in the various capacities, it should not prove an undue strain to anybody, and the result should be surprisingly good.

LETTERS TO THE EDITOR.

To the Editor of THE EDUCATION OUTLOOK.

Bees, not Wasps.

SIR,—In your October number, you speak of the low public estimation of the teaching profession. I should like to point out that one chief cause of this is the system of inspection at present in vogue in England. The general public will continue to rank teachers with tramway and bus men so long as the present system is maintained. The man in the street argues, "If they need inspecting, they must be a poor set of people." Parents of pupils resent the system as a slight on the schools and the staffs, and often exclaim, "But surely people of your status don't need inspecting." Many parents would like to keep their children away from school when a full inspection is being held, because they know that the whole atmosphere of the school is strained for the time being.

Teachers are always being told that their profession is the most glorious of all; if that is true, then there is no comparison between a teacher and an inspector. The one is like a soldier in the fighting line, he is a kindler of life, a developer of power, a maker of men and women; whereas the other is a slave of routine and has abandoned the glorious career of a maker to become a piece of red tape, to live in the rear of the battle. If this is not so, how can one explain the behaviour of the inspector who arrived at a school during the war and found a mistress absent? Instead of saying, "I will do her work for a day," he made minute enquiries as to the cause and length of her absence. He was informed that she was absent on account of her father's death, and had been given a few extra days, because she was a very "nervy" person and the head mistress did not want her back till she was fit for work without breaking down. "You have no business to do it; she ought not to be away a day longer than is necessary."

The fundamental error lies in the separation of teaching and inspecting; if there are any benefits to be gained from inspecting, they are not carried over into teaching. "Between you and us there is a great gulf fixed." Instead of a gulf, there should be countless bridges, and a constant stream of joyous wayfarers, passing to and fro between teaching and inspecting. A hive of bees is more profitable than a nest of wasps; the former provides sweetness for the eater, but the latter only bait for an occasional fisherman.

The teaching profession should select its own bees, who are to roam for a short period of years, so that they may return to their classrooms with full stores of honey gathered during their visits to other schools; as they go about, they will fertilize many a school by leaving behind them new ideas, new views, fresh insight. If they are the right people, they will insist on being sent back to a classroom after a few years, because they believe in teaching itself. They will never acquire an official outlook or the type of mind that results from handling officials forms. An inspector once related with glee how he had visited an old gentleman who was treasurer of an ancient foundation, and boasted of the impression he had made upon him in weaning him from old-fashioned ways to more modern ones. But the old gentleman had no use

for any kind of official and let it be widely known that he considered that inspector an idle drone, not worth his salary. The whole countryside chuckled over the incident, because its inhabitants shake their heads over every kind of official and say, "Well, it's his job to find fault; poor fellow! I suppose he wasn't fit for anything better."

There are many areas to-day where the whole of the teaching is struck with a blight, on account of the present method of inspection. Numberless teachers are thinking, "What is his fad? What does she like? What must I lay stress on? What must I avoid?" They have been tossed from pillar to post a few times by trying to please a succession of faddists, and they have gradually lost the courage to be teachers after their own heart. When an inspector has blamed a head master in front of his class for not following the latest fad, who can wonder at such things? Yet, in that case, the head was a specialist in the subject he was then teaching, and the inspector a mere babe. Another inspector, after hearing a fine lesson, blamed its methods, and gravely pointed out to the master the wrong impressions he had left on the minds of the class; as he was a man of stout heart, the teacher gave that class a short list of questions to answer on the following day; the answers proved conclusively that the class had received the ideas meant to be left behind, and that the inspector's view of the lesson was utterly wrong.

Education in England to-day needs a strong leader, who will break down the watertight compartment holding teachers and inspectors in two different categories, will assert that the whole object of education is to foster teaching and not inspecting, will assess the remuneration of a permanent inspector at one half that of a teacher, and will bid the profession put before him a well thought out plan for doing its own inspection by a system of interchanges and visits, meant to set up a high standard of professional attainment and to assist the weaker brethren in rising to the level of the stronger. *Sic itur ad astra.*

RUSTICUS MINIMUS.

To the Editor, THE EDUCATION OUTLOOK.

Nomograph for the Dubois Formula.

SIR,—Attention has been called by Dr. W. M. Feldman to omission of his name or any reference in connection with a nomograph used on page 97 of the first issue of my recent book on "The Fundamentals of School Health." This was a pure accident, due to transfer of the figure from the chapter on Statistics to that on Nutrition. In a work where there are some thousands of references, some errors of omission or commission were almost bound to happen. In this case the omission was dropping of the reference ("Lancet," 1922, i, 273).

Colinton,

I am, yours faithfully,

December 14th.

JAMES KERR.

Three members of the teaching staff of Wycombe High School have undertaken to defray the expenses of a girl of brilliant promise now at Bedford College reading for honours in botany.

A Schoolboy's Impressions.

DEAR SIR,—Mr. Neville Cavendish's letter on a "Schoolboy's Impressions" is a valuable one at the present time, when so much is being made of the value of self-government in schools; I do not find, however, that sufficient attention is being given to its dangers. In the hands of a teacher who can, by his personality, command respect, the system can be made invaluable, but in the hands of other teachers it can only be applied in a much lower degree.

We are far too apt to think that teachers with a peculiar power of their own can be followed in all respects by other teachers of ordinary ability. There may be much of good in any system, but that system is not necessarily possible for all teachers.

With regard to self-government by the children, the teacher needs to ask whether he or she has sufficient personality to see it well carried through. There is *force* in a good personality; without such force self-government almost certainly fails of success. Something of the system can be applied by almost all teachers, but only to a limited extent in most cases.

The children of school age have insufficient experience of life to know the result of neglect of school work. Many of them will not work alone, but need careful supervision. Children are really in the position of apprentices to life, and should, therefore, be under the management of those who not only possess the requisite knowledge, but also the necessary power, whenever necessary, of enforcing a satisfactory amount of work.

There are thousands of parents to-day bewailing the time wasted at school, college, and university by their sons and daughters under weak teachers or under others so wedded to the idea of self-government that they fail to see where it really needs supplementing, if necessary, by compulsion of some kind.

With regard to the effort by teachers to make school subjects of such interest to children that the teachers hope to produce by this means real effort by their pupils, I have only commendation; but the teacher must never forget that scholastic subjects, however attractive, form only one of the many interests that occupy their pupils' minds, and that possibly it is the least enthralling of the many that appeal to him. In such cases real work does not follow, and once again compulsion of some kind, not necessarily harsh, must be employed.

In conclusion, I think it is now becoming increasingly recognized that self-government can only be given in degree, according to the fitness of young people to use it wisely, and the power of the teacher to see it effectively carried out. Self-government should never be allowed as an excuse by teachers of insufficient personality for poor work on the part of the pupils, and I am quite certain that parents would prefer their children to be made to work in school rather than to be encouraged in building up a habit of wasting valuable time. Most new theories have something of value, but the teacher should never follow such theories blindly.

I think it would be a good thing if you would publish in your magazine articles by practical teachers on self-government, its advantages, disadvantages, and methods of application.

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NEWS OF THE MONTH.

Another University.

On December 6th the Rt. Hon. S. M. Bruce, Prime Minister of Australia, turned the first sod of the site of the new buildings which will form the centre of the University of the South West. The Prince of Wales will lay the foundation stone in due course. The University College of Exeter has existed since 1893, though under that style only since 1901. The university project became a practicable proposition with the late Mr. W. H. Reed's munificent bequest of Streatham Hall estate in 1922.

The External Side of London.

Lord Eustace Percy replied to criticisms on the London University Bill in the debate on the second reading. Dealing with external degrees, he pointed out that one of the recommendations of the departmental committee, which was a direction to the Statutory Commission, was that nothing should be done to prejudice the position of external students or external degrees. The financial proposals did not affect them. Indeed the external side would benefit substantially in its finances, and it was and must remain an essential side of the university. The Bill has now become law.

A First Calendar.

The School of Oriental Studies in Finsbury Circus has issued its first calendar after ten years' existence. That is a noteworthy event. It is at any rate further evidence that the school is a flourishing concern and an institution any country might be proud of. Financially, however, it is not quite making ends meet. More subscribers are wanted, for there was a deficit of £704 on the past year's working. It may not be generally known that its library is open to the public other than members of the staff, or its students, on payment of a fee; and books may be issued on loan. A few more "external" students of that sort would be a help to the funds.

The Mary Datchelor School Jubilee.

The Mary Datchelor Girls' School, Camberwell, will at the end of this month, January, celebrate its jubilee. The Duchess of Atholl will open the extensions to the buildings made during the last year, and on Friday, January 28th, a service will be held in St. Andrew Undershaft, a church with which Mary Datchelor, the founder of the school, was connected. Dr. Cyril Norwood, head master of Harrow, will be the preacher.

Downham Schools.

The new Rangefield school on the L.C.C. Downham Estate, between Lewisham and Bromley, formally opened last month, accommodates 912 children and cost £41,500. Evening continuation classes are in full swing. The Bromley portion of the estate is still without a school. It has just been begun, but is not expected to be finished till March, 1928. Some fifty parents were summoned by the Bromley authority for non-attendance of their children. They objected to the distance of the existing schools and the absence of mid-day meals. The Bench made no order, in view of the parents' promise to send their children to school in January.

Mother v. Head Mistress.

The Twickenham Higher Education Committee acquired some temporary notoriety recently by their

dismissal of Dr. Isabel Turnadge, who has for four years been head mistress of Twickenham Girls' Secondary School. Dr. Turnadge became a mother last May, and though it was understood that she would return to the school in September, the committee decided that the interests of a mother and the interests of a head mistress must inevitably conflict. Whatever view one takes of the matter, it cannot be denied that the disappointed lady received a generous solatium.

A "Dramatic" Example.

Portsmouth has a Teachers' Dramatic Society which has given some very successful performances of Shakespeare's plays. The third of these annual plays was "As You Like It." The Education Committee, while bearing none of the expense, give the work every possible support. Since the society started no less than 10,000 children have witnessed a Shakespearean play.

Croydon's New Projects.

Croydon's proposed educational programme for the three years ending March 1st, 1930, includes the erection of two new elementary schools and a central school, as well as some rebuilding; two new secondary schools for 500 boys and girls, the purchase of a site for a technical school, and the provision of a building trade school in one of the present polytechnics. The arrangements whereby ten places are reserved at the Goldsmiths' College for Croydon teachers, and their fees paid, is to be discontinued, as are the annual grants of £10 to teachers entering training colleges. A system of loans will take its place. The proposals involve a capital outlay for the three years of £140,000.

A Bishop's View on Central Schools.

Dr. A. C. Headlam, Bishop of Gloucester, speaking at a meeting of the Gloucester Diocesan Church Schools' Association, of which he is chairman, said that what the Church was up against to a great extent was administrative difficulty. The opposition to their voluntary schools was not so much opposition to the religious teaching but their opposition as interfering with the complete administrative control by the authority. He had the greatest distrust of a good deal of this new administrative activity. He doubted very much the advantage of the new central schools and the suppression of the small county schools. It was discounted entirely by the interference it produced for the religious teaching of children.

A Youthful Vice-Chancellor.

Professor H. J. W. Hetherington, M.A., professor of Moral Philosophy at Glasgow, has been appointed Vice-Chancellor of Liverpool University as from the beginning of the 1927-28 session. Two years ago he was Principal of the University College of the South West, i.e., Exeter. Professor Hetherington was born in 1888.

Rhondda's Resolution.

Captain Arthur Evans drew the attention of the President of the Board of Education to the Rhondda Authority's resolution that no person should be employed who was not or did not become a member of the National Union of Teachers. Lord Eustace Percy agreed that such a resolution was contrary to the accepted principle

that a teacher was free to join or not join any lawful association. "Such action," he added, "tends to lower the dignity of the teaching profession, and to degrade its standards." Captain Evans, by the way, quoted Section 29 (27) (c) of the Act, as if that governed the matter. That particular section applies only to non-provided schools, and Rhondda has only one.

State Scholarships.

The number of State scholarships to universities, awarded in 1926, were 108 (boys) and 92 (girls). The figures for 1925 were 105 and 93; for 1924, 148 and 116. The number of competitors were, in 1924, 1,904 boys, 1,138 girls; 1925, 1,760 boys, 1,267 girls; in 1926, 2,105 boys, 1,405 girls.

"University College, Leicester."

The governors of the Leicester, Leicestershire, and Rutland College, dislike such an awkward and cumbersome name; and naturally. They have unanimously approved the change into "University College, Leicester." The College Council are aiming at an endowment of £250,000, and Sir Jonathan North, its chairman, is very optimistic about it. Certainly the college is showing its worth. Though only five years old its students in quantity and quality are equal to those of any other college of the same age. Every student who entered for London final examinations in 1926 was successful, and all with one exception had obtained appointments—all, that is, who had left the college.

Rewards for Originality.

The mention of Sir Jonathan North brings to mind the endowment scheme bearing his name, which seeks to encourage originality in the scholars of Leicester in any of its educational institutions who are over ten. The local Education Committee are the trustees, and the awards are made by a committee consisting of its chairman and vice-chairman, the Director of Education, the principal of the University College, and the head master of Wyggeston Grammar School. The work sent in (from April 1st to March 31st) may be (a) written work, prose or poetry, not necessarily English; (b) musical composition; (c) mathematical; (d) artistic or architectural; (e) scientific or technological; (f) handicraft; (g) any other form of original work.

Dulwich Boys and Beer.

Edward Alleyn, founder of Dulwich College, died on November 26th, 1626. Mr. P. J. Ashton, secretary of the Londoners' Circle, told a circle party who commemorated the tercentenary that the rules drawn up by the founder of the charity laid down that the boys were to have a cup of beer at breakfast, and beer without stint at dinner; that the beef and mutton for the boys were to be sweet and good, their beer well brewed, their bread well baked and made of clean and sweet wheaten meal. The original college buildings were intended to house one master, one warden, four Fellows, six poor brethren, six poor sisters, and twelve poor scholars.

The Young Idea.

Some Birmingham children's views on the cinema: "It learns children how to break into shops"; "When you go there you get a headache"; "I reckon that people ought not to go because you can catch diseases like fever and chickenpox, but when there is a good picture on it tempts you to go, and when you come out

you catch cold, because the air in the cinema is hot and the air outside is cold." Not all were so damning. Cinemas have some saving graces: "The cinema is good for many things, it keeps people from drinking beer"; "People go to the cinema to get out of their misery"; "If there were no cinemas young people like myself would never know anything about the world."

Mr. Whisker's Objection.

York Education Committee is one of the not numerous bodies which co-opts teachers. A resolution approved by the City Council in 1912 provides for the nomination of one member of the Advisory Committee of the Education Committee to attend meetings of that committee, with power to speak but not to vote; two members on the Elementary Sub-Committee, and one member on each of the other sub-committees. There is also a resolution of 1920 permitting a secondary school teacher to attend meetings of the Education Committee and Higher Education Sub-Committee with power to vote. Mr. J. W. Whisker moved to rescind both resolutions, but he was defeated by ten votes to three. Co-opting teacher members is of course perfectly legal. The puzzle is to know why they cannot vote as well as speak.

PERSONALIA.

Dr. A. E. Hillard, High Master of St. Paul's School, has informed the Mercers' Company that he will resign at the end of the Midsummer term, 1927.

Mr. Joseph Francis Duffin, M.Sc. (Leeds) has been appointed out of 201 applicants, head of Tiverton Boys' Middle School, Devon. He is senior science and mathematics master at Batty Grammar School, Yorks.

Lord Loch and Dr. Walter Seton, secretary of University College, London, have been to New York to appeal to the American public for help in raising £30,000 to endow a chair of American History in the college.

Mr. Edwin T. England, head master of Exeter School, and from 1908-12 of King Edward VI School, Bury St. Edmunds, has been appointed to succeed Mr. R. F. Cholmeley as head of Owen's School, Islington.

The month's obituary includes **Professor J. S. Phillimore**, Professor of Humanity (i.e., Latin) at Glasgow, who died at fifty-three. He was only twenty-six when he followed Gilbert Murray in the Chair of Greek in 1899. **Mr. H. E. Luxmoore**, more than forty years a master at Eton, died at the age of eighty-five. He served under four heads of Eton (Balston, Hornby, Warre and Lyttelton) and was beloved of Etonians the world over.

The British-Italian League.

A meeting will be held at the British-Italian League, 74, Grosvenor Street, W., on Thursday, January 6th, at 5-15 p.m., when Sir Rennell Rodd, Chairman of the League, will speak on the need for a wider teaching of Italian. It is hoped that many teachers interested in modern languages who will be in London for the various educational conferences during that week will attend and will take part in the discussion. Further information from the Hon. Sec., Mrs. G. M. Trevelyan, at the address above.

LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

Fireworks as History.

It is said that somebody visiting a sick friend offered to send him Macaulay's new "History of England," or any other cheerful fiction. To-day, I am offering to my depressed acquaintance—uncommonly numerous after the coal dispute—the loan of Mr. Philip Guedalla's "Palmerston," lately published by Benn Brothers at 25s. net. This is the price of two stalls in the theatre (including tax), but no comedy that I have seen has rivalled the entertainment which Mr. Guedalla provides. His work is a far more fitting subject for an entertainment tax than are the dull *revues* which now excite the predatory instincts of the Treasury. Palmerston is pictured for us as an eighteenth century spirit lingering on into the sedate period of Victoria. His early life and his education at Harrow are described, with the author's characteristic device of bringing in sentences which throw a flash of light upon contemporary affairs. "Mrs. Jordan came upon the town; Miss Burney went to Court; and the child in Hampshire began to grow behind the far too Grecian portion of Broadlands, although one visitor found him a trifle 'washy.'" Or again: "That term he carved his name on a corner panel in the fourth form room and left, a few months before the austere arrival of a blue-eyed boy named Peel."

This reference to Peel is a good example of the device and of its defect. How does a boy arrive at school austerely? What does it matter that his eyes were blue? I suppose that if one of them had been black the austerity of the arrival would have been mitigated, but even that circumstance would not really have helped us to understand Palmerston, already on his way to Edinburgh University. Mr. Guedalla is admirably anxious to avoid the morass of dullness, but in his pride of doing this he caracoles distractingly, and we are apt to be so thrilled by his performance that we lose sight of the solid history which furnishes the arena. The list of authorities fills some thirty-two pages at the end of the book, and gives confirmatory evidence of the author's painstaking care in finding chapter and verse for every statement, but he cannot resist the temptation to bring in touches which are like fireworks, dazzling rather than illuminating.

On Palmerston as a politician Mr. Guedalla is completely at home. He gives a vigorous picture of the man who held firmly to the primitive creed that an Englishman is the noblest work of God, and, therefore, entitled to respect from all minor creatures. As a political philosophy this belief demands the support of robust health, and it is interesting to find Palmerston entering upon his eighty-first year fortified by a dinner which consisted of "two plates of turtle soup, an ample plate of cod and oyster sauce, a *pate* and two singularly greasy *entrées*, a plate of mutton, a slice of ham, and a portion of pheasant."

SELIM MILES.

HOW THE GREEKS SAVED EUROPE: J. Brendon, B.A., F.R.Hist.S. (Blackie and Son, "The Rambler Series." 1s. 3d.)

A clear, simple, and very interesting sketch of the leading events of Greek History from the siege of Troy to the defeat of Xerxes. Would make an excellent supplementary reader.

English.

HAZLITT. Essays: Edited by G. E. Hollingsworth, M.A. (University Tutorial Press. 3s. 6d. net.)

This book contains twenty essays by William Hazlitt, which deal with many different subjects and are representative of his work. The volume is designed to meet the needs of candidates reading for the Matriculation examination of London University. The Introduction and Notes are not too full of detail and give such explanation as is necessary for a clear understanding of the text. We feel that the detailed "dissection" of an author's work is somewhat calculated to kill the interest of the really intelligent student, but many students—especially those unable to attend classes—find notes and analyses very useful for examination purposes. This book does not make any attempt to hide the fact that it is intended for examination students, and doubtless it will be of much use to them.

ALL SORTS OF ENGLISH BOOKS.

1. Selected Prose: John Milton. (Oxford University Press. Cloth. 2s. net.)
2. Readings in English Literature: Wheeler and Long. (Ginn and Co. 6s. 6d. net.)
3. Famous English Books and their Stories: Amy Cruse. (G. G. Harrap and Co. 2s. 6d.)
4. Shelley and Keats: Guy Boas. (Nelson and Sons. 1s. 9d.)
5. Stories in Verse: G. G. Loane. (Dent and Sons. 1s. 4d.)
6. Poems of Action: V. H. Collins and H. A. Treble. (Clarendon Press. 2s.)
7. Open Sesame: J. Compton. (Methuen. 2s.)
8. Macbeth: Twelfth Night: Much Ado About Nothing. (University of London Press. Limp Cloth, 1s. 9d.; Cloth Boards, 2s.)

This is a very varied collection and of varying necessity; from anthologies for junior forms to collections and editions designed for the honours student and the more or less general reader. One word about the outside of these books. Have the psychologists ever discussed the influence of the colour of the covers of school text-books on personality? I feel sure that it is a theme worthy of their laboratories. One of these volumes, excellent in every other way, has a colour of pea-soup brown which would blacken the mood of any class; another designed for little children is covered in a hectic orange which suggests the advisability of smoke glasses. Messrs. Dent in their Kings' Treasures Series have discovered some restful tones which should produce good-tempered children.

A cheap and handy volume of selections from Milton's prose has long been a desideratum, and Professor Wallace has given us the most important pieces in this World's Classics selection. In the schools we discover Milton at his best in the *Areopagitica*; the selections would show him less secure as a stylist and more egoistic as a man, but with energy still and the power of enforcing an argument. This is an essential volume for the school library.

"Readings in English Literature," by Wheeler and Long, is a volume of selections from English literature covering the whole range from Beowulf to Mr. Chesterton, and intended as a companion volume to Long's "Outlines of English Literature." One hesitates to estimate what degree of success this volume is likely to have in England.

In America Long's "Outlines" is probably the best known literature text-book. The American method in English teaching aims at covering the whole field of literature in the schools, and insists at the same time, much more than we do, on the value of the history of literature. Long's volumes are admirably adapted to these methods; his "Outlines" cover the history of literature and the selections scamper over the same ground with selections and extracts. In England we prefer to teach a few things more completely and to leave the history of literature to more advanced stages. I believe that there are signs that American teachers are becoming dissatisfied with the results of their method and in many schools the more selective English method is being adopted. English teachers in England will, I believe, hesitate to present all literature to their pupils from a single volume of some four hundred pages of selections. Still the volume will interest teachers who wish to keep in touch with American methods or who may wish to experiment with the "rubber-neck" method in English teaching.

Miss Amy Cruse's "Famous English Books" serves as a contrast with Long's volume to show the more English method. Once the pupils have acquainted themselves with a number of our classics we are prepared for them to place those classics in their chronological order and further to study their relationship one with another. Such is Miss Cruse's aim in this volume, and she executes it with tact and restraint. The volume has only one danger: it may be used by some teachers, as are Lamb's Tales from Shakespeare, as a substitute for the texts themselves. It may be a heresy, but I would be prepared to make one big bonfire of all Lamb's Tales and obliterate them for ever. As if the tales mattered until one could understand the poetry! We hope that Miss Cruse's volume will only be put in the hands of children who have some acquaintance with the texts she describes. If that is done we would be prepared not only to rescue the volume from the stake, but to welcome it as a useful introduction to the formal study of the history of literature.

"Open Sesame" is an anthology of verse for "the younger children—those of seven and upwards" prepared by Mr. J. Compton, who, as an Inspector of English teaching to the Manchester Education Committee, has done much to encourage the study of English in Lancashire. Mr. Compton believes that unless literature can be enjoyed it had better be left alone, and his whole volume keeps faithfully to that great first commandment of literature teaching. One passage from the introduction is typical both of the anthologist and of certain possible developments in the teaching of poetry. Mr. Compton writes: "I wish to insist that all poetry is meant to be spoken and that a child should not be asked to discuss or learn a poem until he has heard it. The revival of interest in the speaking of verse, which has been splendidly manifested in the verse-speaking contests held in Oxford, London, Glasgow, Edinburgh, and possibly elsewhere, is having an effect on the schools, and I would like to record that some of the most beautiful verse speaking I have heard was by slum girls, poorly nourished and ill-clad, to whom school had given a new tongue as well as new heart and eyes." This is in every way a suggestive volume.

"Shelley and Keats" is another volume in the excellent little series which Thomas Nelson and Sons are producing. We are not sure that the reproductions of the pen drawings of Jacynth Ellerton are going to help children to appreciate the poets; Shelley and Keats must have possessed more virility than these drawings would suggest. The volume itself parallels poems by Shelley and Keats on similar themes, a device which Mr. Boas has not driven too far, and which should prove useful for teaching purposes. The volume is prefaced by a brief and stimulating introduction.

The new London Series of English Texts, from which we have received three Shakespearean plays, is an interesting attempt, under the general editorship of Professor Allardyce Nicoll, to combine in one volume an edition which can be used in schools and which shall also be suitable for University work up at least to the Intermediate stage, possibly in some places to the B.A. pass standard. Each volume contains a general introduction on recent methods and problems in Shakespearean scholarship, a conservative text based on the First Folio of 1623, a list of principal variations in Quartos and later Folios, and textual notes. The editors have certainly produced a series of attractive volumes, but one hesitates to accept at once their suggestion that an advanced text can be placed safely in the hands of children in school. We somehow have the vision of matriculation students "getting up" all the material in this volume in a last feverish rush to equip themselves for their examination. Nor does Professor Nicoll put this fear to rest, for he suggests that "variorum readings" may be of value to the "good matriculation student." We are afraid that Professor Nicoll's "good matriculation student" will soon be like the school boy of Lord Macaulay, both of whom seem to require a little less work and more outdoor exercise. Still with a discreet teacher the series can probably be used very purposefully in school work.

"Stories in Verse" is a new volume in Messrs. Dent's Kings' Treasuries of Literature. It gives a selection of poems from the ballad down to certain nineteenth century pieces. Mr. G. G. Loane, who made the collection, has been careful to choose poems of varying texture and intention, so that the volume can be used with purpose for appreciation lessons.

"Poems of Action," by V. H. Collins and H. A. Treble, is a second series and deals with nineteenth century poems. This will be a popular volume, and it will appeal to many who may be unmoved by introspective or contemplative verse. The one problem which arises from such a volume is whether an interest in

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LETTERS OF HORACE WALPOLE : selected by Dorothy Margaret Stuart. (George G. Harrap and Co., Ltd. 2s. 6d.)

A study of these letters should at least serve to encourage the epistolary aspirant to make further effort, as the following example shows that even Walpole's facile and polished pen once groped laboriously and despairingly in the inkpot. "Dear Mama, I hop you are wall, and I am very wall and I hop Papa is wall." This then was the beginning of the irresistible charm of Walpole's style that made a thousand trifles interesting instead of tedious. The present volume contains 147 examples of letters, whose literary grace and historical colour will appeal to both students of English and History. A good introduction, notes and exercises, add a further interest to the book.

READING AND THINKING : Literary Readers : Edited by Richard Wilson, B.A., D.Litt. (Wilson and Sons. With coloured plates and other illustrations. Introductory Book, 1s. 6d. ; Book 1, 1s. 8d. ; Book 2, 1s. 10d. ; Book 3, 2s.)

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The Editors have disregarded the usual Shakespearean headings and stage directions, and have given a setting of the plays in the manner of the modern dramatists. They claim that thereby the reader has a better and clearer idea of the characters who are about to speak before he begins to read the dialogue, and they quote Mr. Bernard Shaw in support of this view. Sets of questions and a glossary are appended.

J.W.B.A.

French.

LE VOYAGE DE MONSIEUR PERRICHON : by Labiche et Martin, Ed. S. W. Grace. (Mills and Boon. 2s. net.)

Editions in which the notes are entirely in the foreign tongue are not necessarily those most suited to the needs of English pupils. The editor of this volume is to be congratulated on the simple and clear language he has employed throughout in his explanations of difficult words and phrases. He has brought this well-known work within the reach of pupils in the middle forms of a school. We trust that this book is but the first of a series on similar lines.

P.L.R.

Chemistry.

CLASSIFIED PROBLEMS IN CHEMISTRY : by D. B. Briggs, M.A., A.I.C. (London: Sidgwick and Jackson, Ltd., 1926. Pp. viii+152. 3s. 6d.)

The object of this book is given in the title. The problems cover the ground up to, and to a certain extent a little beyond, scholarship standard. Notes and worked examples are given at the beginning of each section. The book should be found useful for the purpose for which it is intended.

T. S. P.

CHEMISTRY REVISION NOTES FOR A FIRST EXAMINATION : by Doris Dixon, B.Sc. (London: Edward Arnold and Co., 1926. Pp. 138. 3s. 6d.)

This is stated to be a book "for revision purposes containing no superfluous matter but explaining clearly the underlying principles and methods of calculation of problems on chemical

theory and results of volumetric analysis." It appears satisfactorily to attain the object for which it was written. There is the danger, however, with books of this kind, that the student, or scholar, will devote his energies to the mere memorizing of the contents and lose much of the cultural value and of the interest which is to be found in the proper study of the elements of chemistry.

It is strange that in many elementary books on chemistry that the part played by hypochlorous acid in bleaching by moist chlorine is never mentioned. The calculation of the dissociation of nitrogen peroxide given on p. 103 is incorrect. The question is evidently meant to refer to dissociation at constant pressure, and the rules of proportion cannot be applied in the way given.

T. S. P.

Physics.

NOTES ON PRACTICAL PHYSICS : for junior students : by C. G. Barkla, D.Sc., F.R.S., and G. A. Carse, D.Sc. Second Edition. (Gurney and Jackson, 1926. Pp. xii+119. 6s. 6d. net.)

This book has been compiled for the use of students working in the Junior Physics Laboratory at Edinburgh University, and it approximately covers the ground necessary for the School Certificate Examinations in all the usual branches of elementary physics. In the new edition "several additional experiments have been inserted in the Electricity Section," which even now is no larger than many of the other sections, so it appears that the additions must have been very necessary.

The book commences with a chapter entitled "Treatment of Observations and Determination of Error," but it is feared that this will not help the student greatly, because of insufficient explanation concerning the formulæ given in the text. It would have been far better to have included a short discussion on the units in which a quantity is to be measured, a point on which beginners always tend to go astray, and a point with which the authors have not dealt at all. In fact, in the tables given at the end of the book, the units for the thermal constants are not stated, while in the case of the constants of elasticity the remark "C.G.S. Units" is put against the numbers given. This is the loose kind of statement that teachers are always having to fight against, and it seems unfortunate that the authors should not have noticed these blemishes before the new edition was printed. There are eighty figures interspersed throughout the text, and while most of them are commendably clear, it is doubtful whether figures 73 and 74, of the total internal reflection apparatus, would convey any meaning to anybody.

R.S.M.

Biology.

MICROSCOPIC FRESH WATER LIFE : by F. J. W. Plaskitt. (Chapman and Hall. 13s. 6d. net.)

Much pleasure can be gained from the careful study of plant and animal life which is made possible by the microscope. This book is intended to help a beginner to identify specimens which he is likely to find and to give him some knowledge of the structure and habits of these minute forms of life. Besides the verbal descriptions there is a wealth of illustrations consisting of diagrams in the text and plates reproduced from micro-photographs.

We feel, however, that any true appreciation of these tiny organisms should be based upon a sound, if elementary, knowledge, of their relationship to other more complex and highly organized forms of life. That is to say, the reader should be given some idea of evolution and modern methods of classification based essentially upon evolution. The book under consideration fails in this respect, and we cannot help condemning the passage in the chapter on the Entomostraca which states that : "The large cavity on the posterior dorsal portion of the rotifer is the 'brood case,' where the eggs are deposited and hatched. Unlike the general rule of the rotifera, the young embryos are well grown before being set free into the surrounding water." This shows a lamentable confusion of thought if not a grave ignorance of modern classification, for entomostraca are by no means closely related to rotifera ! Our other criticism must be levelled at the style of this book. Chapter I begins : "A Hobby ! How natural for we humans to want some kind of hobby . . ." On page 39 we find : "These it passes through its body to the outer surface, and covers himself with them . . ." A few lines lower down on the same page is the following passage, remarkable for its lack of clearness : "They are quite formidable structures for protection, the only opening being upon the side

(Continued on page 36.)

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for its body to extend itself through, and gather food or to retract and use for its pseudopod." We have no wish to join forces with those rather insufferable pedants who would like every scientific work to be a masterpiece of literary style, but we feel that in a semi-scientific book of this kind clearness of expression is essential, and we can find no justification for glaring errors in grammar.

J.R.

Divinity.

EVERYDAY PRAYERS. (Student Christian Movement. 2s. 6d.)

This is another effort to teach prayer by giving noble exemplars and fine thoughts clothed with beautiful words. It is a simple book which can easily go into a pocket and will supply patterns for prayer to all—for in this school the oldest is but a learner. All sources are used: for instance on pages 22 and 23 we have a Latin Collect, one from the Greek Liturgy (Third Century): a modern Collect taken from "A Chain of Prayer." This useful and well-edited book will be increasingly useful to students, to leaders of scouts, etc., and to all who find prayer a difficult task, and desire often to use the thoughts of others as helps by the way. The fine prayers for the animal world on page 61 are surely much needed and will be largely used.

S. MARK'S GOSPEL IN ENGLISH (with notes and a fresh translation): by Henry Kenneth Luce, M.A., Master of the King's Scholars, Westminster School, etc. (A. and C. Black, Ltd. 3s. 6d.)

All who enjoyed Mr. Luce's excellent version of S. Matthew will welcome this addition to the plain but classical English versions of the Gospel. Mr. Luce's book is well printed and bound, and should find a place on many parents' private tables as well worth study. Though there is all through the book a disinclination to believe in "visions"—as e.g., the Transfiguration—as objective facts, yet the Resurrection is "proved" by the spread of this self-sacrificing Gospel. The Risen Christ has not left His followers: He is with them all the days. Against the cheap criticisms of the shops and offices and sometimes of the schools, such a simple and sincere attempt to give the truth and the whole truth must be welcomed by thousands of ill-instructed but well-meaning Christian folk. This book will be adopted in all our secondary schools as the text book on the first Gospel.

FROM BABYLON TO BETHLEHEM: by Lawrence E. Browne, B.D. (Messrs. Heffer and Sons, Cambridge. 3s. 6d. net.)

This volume supplies a long-felt want. There are many scholarly books on the period of the High Priests' domination over Israel restored, but the ordinary reader wants a simple record, such as this, for that "dark" space left unlit from about 400 B.C. to the advent of the King. Josephus is too diffuse and too heavy for ordinary readers. All teachers and many students will be most grateful for Mr. Browne's excellent little guide. The chronological table given at the end will benefit all serious learners and will help to clear this period of its chaos. In the preface Mr. Browne mentions the two great works on this period by Dr. Charles and Dr. Edwin Bevan, and does his best to lead the student to the larger books.

An interesting note gives as one of the reasons of its publication the Indian thirst for Christian literature, and any and every light which can help the new converts to understand the great event of the Incarnation. The Home Church will be as much edified as that of its missionary branch in India.

History.

THE LIVES OF GREAT MEN: A Junior Biographical History: by G. H. Reed. Part I, Julius Cæsar to Columbus; Part 2, Columbus to George V. (A. and C. Black "Individual Work Series." 1s. paper, 1s. 3d. limp cloth.)

We have previously had occasion to speak very favourably of Mr. Reed's "First Text Book" of British History. The volumes before us now are planned on the same lines and can be used either separately with lower standards, or in conjunction with the "First Text Book."

The subject matter is intended for pupils of eight to eleven years of age, but we think older children might (and would) read them with pleasure and profit.

A large number of practical suggestive exercises are given and many of the illustrations might be copied by the children into their notebooks.

We strongly recommend the adoption of these books for Standard IV and upwards in elementary schools, and for the lower forms of secondary schools.

J.W.B.A.

EUROPE IN THE MIDDLE AGES: by Ierne L. Plunket, M.A. (Oxon.). (Clarendon Press, 4s. 6d. net.)

The authoress is one of those fortunate people who has the knack of easily and deftly handling a great mass of materials. In some 360 pages she succeeds in giving us a most readable and scholarly account of the main aspects of a period extending from the Roman Empire to the Renaissance. To accomplish this task without being dull or heavy is, we think, no small feat.

There are a number of capital and very interesting illustrations, which are briefly annotated; some illustrative extracts from contemporary documents; and nine helpful maps.

A list of authorities, a chronological summary, and genealogical tables are given in the appendix, and the authoress has (wisely) provided an index.

We confidently recommend this handsome volume to the middle and upper forms of secondary schools, to school librarians, and last but not least to the "general reader." We can promise them all that they will be neither bored nor disappointed.

The verdict of a schoolgirl friend of mine whose opinion I asked was: "I call it a jolly interesting book"—and so it is!

J.W.B.A.

General.

A FIRST COURSE IN WIRELESS: R. W. Hutchinson, M.Sc., A.M.I.E.E. (University Tutorial Press. 3s. 6d.)

Few things are more remarkable than the developments which have taken place in wireless during the last five years. Many people own receiving sets ranging in complexity from the simple crystal set to the super-heterodyne. Few people, however, understand the theory underlying their apparatus. Doubtless sets may be constructed by amateurs who have no knowledge of electrical theory, but in order to get the best results from any receiving apparatus and to be able to detect faults it is essential to have some theoretical knowledge. Such knowledge will, moreover, enable the enthusiastic amateur to design sets for himself and conduct a series of interesting experiments denied to the man who is dependent upon books for every detail.

This work is written for the veriest tyro; no knowledge of electricity is assumed. By careful exposition, helped by useful diagrams, the reader is led through the difficulties. The mysteries of condensers and their capacities, coils and their inductances, valves and their characteristics, are solved. Detection, high and low frequency amplification, are dealt with exhaustively. Method of coupling the aerial to the set and ways of coupling valves together are considered, and many diagrams are given showing the circuits of crystal receivers as well as single and multi-valve sets.

We feel that it is unfortunate that more space has not been devoted to that most interesting piece of apparatus, the super-heterodyne; but recognize that in a book of this kind, designed to meet the needs of beginners, such an omission is perhaps justifiable. The work will be of great value to those teachers whose scientific training took place long before the days of wireless. It will, we hope, enable them to explain the many problems which are sure to be given them by science pupils of to-day.

J.R.

A NINETEENTH CENTURY TEACHER: JOHN HENRY BRIDGES: by his niece, Susan Liveing. (Kegan Paul. 10s. 6d.)

The word "teacher" ought not, perhaps, to be allowed to become a technical term excluding all who do not teach in schools and places of learning. In a broader sense the subject of this biography, Dr. J. H. Bridges, was certainly a teacher, though he never systematically lectured or taught in University or school. He was one of the small highly intellectual group of young Oxford men who embraced the creed of Positivism in the 1850's, and with Congreve, Frederic Harrison, and Beesly, he was a leader of the Positive movement in London. The intensity of his convictions and the mass of learning and culture which lay behind them are well brought out in this book. Besides constantly writing and speaking on Comte's philosophy and its application to the problems of the day, Bridges led an active life as a doctor, and for twenty-two years was a Medical Inspector under the old Local Government Board. Like Kay Shuttleworth, another doctor, he devoted himself unsparingly to remedying the evils and abuses he met in his official work. Bridges was concerned with Poor Law institutions, including infirmaries and schools, and it is clear that his reforms were of immense value. The beauty of his character is revealed in his biography, and both Professor Hobhouse and Professor Patrick Geddes testify to the impression he made upon those who knew him.

W.

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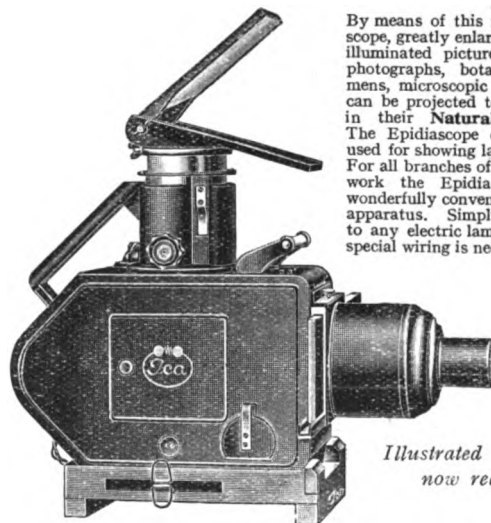
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The Cambridge University Press announces the following mathematical publications for the new year: "An Introductory Treatise on Differential Geometry of Three Dimensions," by Dr. C. E. Weatherburn, Professor of Mathematics at Canterbury College, New Zealand; Volume II of the second edition of "Principia Mathematica," by Dr. A. N. Whitehead and Mr. Bertrand Russell; and a new volume in the series of Cambridge Mathematical Tracts, "The Theory of Integration," by Mr. L. C. Young.

The same Press will have ready in the new year "The Collected Papers of Sir James Dewar," edited by Lady Dewar, Mr. J. D. Hamilton Dickson, Mr. H. Munro Ross, and Mr. E. C. Scott Dickson. These two volumes include not only the papers which appeared under Sir James Dewar's name only, but also those published jointly with other investigators, with the exception of the long series of papers on "Spectroscopy" by himself, and Dr. G. D. Liveing, which have already been published in one volume.

Between 1924 and 1926 were issued over the imprint "Guy Chapman" a number of books whose qualities of literary distinction and craftship attracted the attention of all book lovers. Various circumstances combined to prevent a continuation of this interesting publishing venture; but it was felt that, so far as possible, the list of books already issued should be kept intact and that the items should continue to be sold as "Guy Chapman" books. Messrs. Constable have accordingly taken over more or less intact the series of Guy Chapman books, and these will in future be obtainable through their office.

Messrs. Longmans, Green and Co. announce that they have in the Press Volume II of "Mechanics Applied to Engineering," by John Goodman. Volume I has been before the public for over thirty years. Volume II consists mainly of fully worked-out examples on all the topics dealt with in Volume I together with much new matter.

It is of interest to learn that the Oxford University Press have in preparation a new series of piano music edited by John Ireland. The Clarendon Piano Series will consist of music of concert grade, and the first numbers will appear in about two months time.

The same Press announce that the "Oxford Book of Eighteenth Verse" is being added immediately to the series which, starting with the "Oxford Book of Verse," now runs to twelve volumes. The editor, N. Nichol Smith, has confined his collection to poems that fall strictly within the period 1700-1800.

Messrs. Whitaker have just issued a new abridged edition of Whitaker's Almanack for 1927. This new book is replacing the former paper-covered edition, which consisted of the first part of the complete edition without changes in setting. The new book is an abridgment of the whole. The complete edition has been rearranged.

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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 (530 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

FEBRUARY, 1927

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.

Adolescent Education.

The significance of the recently-issued report of the Consultative Committee lies in the recognition of the fact that adolescence begins with normal children considerably earlier than the age at present fixed as that of the limit of compulsory schooling. It has long been felt that the elementary school ought not to be regarded solely as a place of elementary instruction and that the primary stage of education should be defined with closer regard to the ascertained facts concerning the mental growth of children. There has been a lack of clear thinking in our educational administration, and we have tended to regard our public elementary schools as places specially designed for the education of the children of the labouring poor, to use a phrase which was familiar enough a century ago. As is clearly shown in the excellent historical chapter of the report, the public elementary schools have always tended to throw out feelers towards a curriculum resembling in some respects that of the secondary school. The Cockerton judgment put an end to a widespread attempt to establish a special kind of secondary school under the name of the Higher Grade Board School. These schools were converted under the Balfour Act of 1902 into State secondary schools, but during recent years we have seen the creation of "higher standard schools," "higher tops," and "central schools," all designed to provide instruction beyond the range of the elementary school.

Secondary Schools and Secondary Education.

The urge towards an extended curriculum is not to be repressed by any attempt to create another class of selective schools. All the best informed opinion is in favour of providing for all normal children above the age of eleven or thereabouts a course of post-primary instruction or secondary education, and the report urges that this should be done without delay. It is essential to note that the proposed secondary education does not involve an immediate attempt to transfer all children above the primary age to schools of the type which we now know as secondary. It does involve, however, a reconsideration of the whole question of post-primary training, particularly with regard to those children who do not respond readily to the accepted methods of literary and abstract education. Such children are to be found in schools of all types, and it will be a valuable outcome of the report if we are led to recognize the importance of practical training conducted along the lines of youthful interests and with due regard to the probable future occupations of the pupils. In our commendable anxiety to avoid narrow vocational training we have been too little mindful of the importance of relating instruction to the interests of young people.

The Dual System Barrier.

The Committee's proposals, if carried out in full, will demand the establishment of schools of a new type to be called modern schools, as distinct from secondary schools of the accustomed type, which it is proposed to call grammar schools. In so far as the modern schools are non-selective and aim at providing suitable instruction for all children above the primary stage who have not shown the kind of ability which will make them fitting subjects for grammar school training, the modern schools ought properly to draw their pupils from a group of primary schools. This project, however, is rendered difficult of execution by the existence of the dual system. The religious bodies responsible for the existing non-provided schools are apparently unwilling to see the pupils drawn away to provided schools wherein the religious teaching will be non-dogmatic in character. It will be a matter for regret if these objections are allowed to prevent the fulfilment of the Committee's proposals. It should not be impossible or even unduly difficult to devise some plan by which the denominational instruction of pupils coming from non-provided schools can be continued in the modern school, and already it is not found in practice that any difficulty arises where free-place scholars enter State secondary schools.

An Epistle to the Philistines.

In their desire to provide a well-rounded course in the proposed modern school, the Committee suggest that not later than 1932 the age for compulsory schooling shall be raised to fifteen plus, thus giving opportunity for a four-year course. It is, of course, possible for a local authority to make this change under the existing Act, although the sanction of the Board has not been found easy to obtain. It is, nevertheless, remarkable that the President of the Board should have been at pains to send out with the report a letter designed to reassure all those who may object to raising the age of compulsion. The heads of some other Government Departments are disposed to be less modest when a development of the activities under their control is suggested. It is difficult, for example, to imagine a First Lord of the Admiralty writing to *The Times* to say that the Government will on no account consider the building of new battleships as recommended by an important committee. The estimated cost of raising the school age is £5,000,000 a year, and against this might be set the monetary saving in unemployment pay resulting from the withdrawal of youthful labour which now operates to create unemployment among young adults. There would also be a real though less tangible advantage in helping boys and girls to prepare themselves more fully for commercial and industrial pursuits.

The Cinema and the Schools.

The progress of broadcasting and of film-making offers some new problems to the teacher. At the conference of the Head Masters' Association, Mr. R. F. Cholmeley roundly declared that young children ought to be excluded from film shows. That solution is impossible, as may be seen by anybody who cares to visit the "pictures" on an early evening or a Saturday afternoon. For good or ill, the films are playing an ever-growing part in the education of children, and especially of those whose parents find it convenient to get rid of them for a few hours. It must be admitted that the education received in this form leaves much to be desired. Although on the screen virtue is always victorious and villainy vanquished, the scenes and episodes which precede this moral conclusion form the worst possible kind of intellectual and æsthetic dietary for the young. The pictures of actual events have their value, although they are often distractingly curtailed and scrappy, and the farcical items have a grotesque unreality mingled with absurdity which assuredly prevents any child from relating them to his own life. The films designed for educational purposes are too often narrowly didactic, taking too little note of the value of pictures which are beautiful in themselves. We need a Board of Film Censors which will reject all pictures which are ugly or commonplace and encourage the view that film-making should be treated as a form of art in which scenes and actions worth representing are worthily represented.

Examinations for All.

Teachers in public elementary schools are showing some alarm at the prospect of an external examination in the main subjects of the curriculum being imposed on all their pupils at least once during their school lives. Teachers in secondary schools are considering earnestly and somewhat ruefully the effects of the First School Examination and the Higher Certificate Examination. Apparently there is no means of preventing the general public from assessing the worth of a school by the examination successes of the pupils. At the Head Masters' Conference, Mr. Wootton, of Kingswood School, made the surprising suggestion that the Higher Certificate should be awarded on the result of an examination uniform for the whole country. This proposal is probably the result of discovering that in practice the schools continue to be harassed by a diversity of requirements, although it was hoped that the Secondary Schools Examinations Council would secure a higher unity while maintaining a wholesome variety of tests. It was never intended that variety should prevail in any one school. Instead of setting up one test for the whole country it would be well to lay down general requirements and permit each school to meet them in its own fashion. Fitness to enter upon a university course or to join the staff of a bank or insurance company is hardly to be measured by a purely external test in the form of question papers, nor can the worth of a school be ascertained by such means.

Pestalozzi.

On February 17th, at 7-30 p.m., there will be at King's College, London, a public meeting in celebration of the centenary of Pestalozzi. Lord Eustace F will preside, and Sir Michael Sadler will deliver centenary address. In the afternoon of the same a meeting will be held at the College of Preceptors, there will be an exhibition of pictures, books, and memorials of interest. It is fitting that English teachers should acknowledge the debt which this country owes to Pestalozzi as one who did more than any other of his age to promote popular education in Europe. In this sense it may be said that the report of the Consultative Committee is a development of his ideas, since arising from his belief that for every child schooling was a natural and fitting heritage, he affirmed the view that the schooling provided should have close relation to the natural interests of children and that they should, from the beginning, be trained to take their part as members of a working community. As a form of private celebration of the centenary it would be an excellent thing if all teachers were to read the little work, obtained in English, entitled "How Gertrude Teaches Her Children." In contrast with some of the ideas of modern systems which have come into prominence during recent years the work of Pestalozzi is fundamental, and his views are valid in all circumstances, although the cost of carrying them out has prevented their widespread adoption.

The New Teachers Council.

As will be seen from our advertisement pages, the process of electing the Teachers Registration Council, as newly constituted, is beginning. Nominations are invited and the necessary forms may be obtained on application. The election, so far as teachers outside universities are concerned, is as nearly democratic as can be contrived with due regard to the necessity of having every type of teaching work represented. Within each category the electors are free to choose whom they will, but it may be expected that the Association concerned will organize their efforts as so to secure the election of the candidates whom they favour. The franchise cannot be exercised by any who are not registered, but a last-minute opportunity is afforded since all who apply before the end of February and are found to be eligible will be registered in time to receive a voting paper. It is urgently necessary that all qualified teachers should become registered without delay in order to strengthen the hands of the new Council in its important task. When all qualified teachers have shown their desire to become members of a real profession the Council will be able to ensure a just recognition of their claim to have an effectual voice in the management of their own affairs, including standards of attainment and professional skill and the exclusion of unqualified persons from responsible posts in the educational service. To give a definite meaning to the term "teacher" is the Council's main task.



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AUTHORITY AND FREEDOM.

By E. T. CAMPAGNAC,
Professor of Education, University of Liverpool.

Men have always been engaged in the work of education, though it may well be that they have never before talked about it so much as we do now. That work itself, for all its greatness and its difficulty, is, like others which are also great and difficult, one which may be simply stated. It is the marriage of memory and hope, willing and well-matched partners, from whose fruitful union springs, the present, a legitimate child. And since men's hopes are embodied and expressed in their children, they are bound to attach their children to those institutions and forms of living in which their memories are incarnate. The work of education is, in truth, the maintenance of the tradition of humanity. "Maintenance"—yes, the word will serve, if we remember that tradition is alive, that it grows in volume and changes in quality; it will not serve if we forget this and allow ourselves to think that tradition is either dead or inanimate. To maintain a tradition is not, as they say, "to preserve the *status quo*": it is not to stand "as you were," or as you conceive your ancestors stood: it is to seize their spirit and with it to take an attitude, or, better, to pursue a course, different from theirs in appearance, perhaps, but not in significance; in its strength to play upon a fragile stage and in changing scenes the immortal rôle of men, of men who grow with the growing tradition which animates them.

Education is conservative; it claims for men their heritage; it will not suffer an entail to be broken; it looks to the future; it keeps together a family; and if the family is enlarged, if there come to be many members and many branches, it teaches them that they are members of one body, branches of one stem, sprung from one root.

This, at any rate, was our belief. But it has been assailed by vigorous, even by violent, hands. For the past thirty years we have been told that tradition is the enemy and not the mate of hope; that freedom is the mother of all good things; that we must not curb the originality of our children or our pupils, but let them have their head; that we must give them opportunity and encouragement for "self-expression"; that age must yield to youth. And the old belief has been shaken in many minds. Well-meaning men and women have been caught by an alarm lest, if they should do to the younger generation what an earlier generation did to them, they should damage and thwart those whose welfare is, indeed, their chief solicitude. The criticism with which their juniors have not forbore to scourge them has driven them to self-criticisms, and they have become conscious of many defects. Others need not here be named; their main defect is want of courage—or so they are half-inclined to admit when they compare their own temper with the fearlessness of youth as it shows itself in speech and behaviour to-day. They have a natural prejudice in favour of their own children, their own pupils, and are almost eager to declare that since there must be right, they themselves must be wrong. And trying to account for what is amiss they blame their own parents, their own teachers, whose strictness must have produced the timidity which they confess. But they

are determined not to be hard in their dealings with the young, not to create in them by an old-fashioned discipline the very fault which they deplore in their own character.

Let it be granted that men and women who have now reached middle age or passed it have and exhibit faults; let it be granted that the education which they received was, in part at least, the cause of their faults. Still they have their virtues and their education was, in part at least, the cause of their virtues. And their main virtue is that they have maintained the tradition of humanity, they have upheld the society of which they found themselves heirs and consider themselves trustees; they have been, as Plato said, "guardians of a doctrine." What was, what is, that doctrine? Are we to say that the fear of the Lord is the beginning of wisdom? Are we to say that reverence is due to what is old and tried? Are we to say that knowledge is won by work? Are we to say that a man should strive, if he desires life, to enter a strait gate and walk upon a narrow way? Shall we be wrong if we say that these are elements of the doctrine by which an elder generation sought to fashion and educate us, a doctrine which we have not even yet wholly forgotten? And if we are not wrong but right in this, what are we then to think of the fearlessness of youth? We shall think it folly, but we shall have to blame ourselves for tolerating it.

There are classics of conduct as there are classics of poetry, and music, and other arts. The classics have stood the test of time, and are the source of what will be great in time to come. Are we to encourage "originality" in our pupils by leaving them to invent, without materials or models, new forms for new thoughts? No man having drunk old wine straightway desires new. If we are wise we shall see to it that they do not miss the inheritance which must reach them through us. When they talk of progress as though it were something which they could achieve by their unguided genius, we shall tell them that tradition, the tradition of humanity, is the ever-increasing revelation of God in the life of men. The education of our ancestors was severe, sometimes too severe; but it taught the habit of reverence; the education of to-day is easy, sometimes too easy; but the habit of reverence does not seem to be the lesson most insistently taught or most surely learnt. And where reverence fails, society falls to pieces.

Unwillingness to admit obligation, to accept constraint, to pay deference to authority, is no proof of strength or of courage. It is, indeed, ruinous to strength and courage. Authority is the soil from which a genuine independence springs—independence, that is to say, of inessential and accidental things, independence of reputation, for example, and of success. And independence of that sort is possessed by people who know on what they can depend—their own integrity, the devotion of a few friends, the greatness of a society of men, the Kingdom of Heaven and God. And people who have this quality have with it a sense of proportion: if they lift their eyes "to the hills" they realize that the

hills are loftier than the mounds on which they stand. People whose education has taught them that their glory is to be members of a society will not hustle for pre-eminence in it over other members; they will not disturb the unity of society by any effort for self-aggrandisement.

The purpose of education is to teach people not the art of "getting on," but the duty of carrying on the tradition of their fathers.

There are signs of reaction, of a return to common sense. It is clear that many persons of middle age are looking with surprise and distress at the results which have come from their weak benevolence. There is no reason for surprise; there is good reason for distress. But there is reason, too, for hope; the battle is not lost; the ancient tradition though weakened is not broken; it will reassert its claim upon age and youth alike. Its claim may, perhaps, be welcomed and admitted most eagerly by youth as the penalties of neglect make themselves felt and the blessings of stability, dignity, and strength come to be justly appreciated. If age is tenacious of tradition, youth is not insensitive to the glory of an ancient lineage. Education will yet restore the fabric of society and rebuild the family of man.

BY THE WAYSIDE.

BY LORD GORELL.

I.

*Sleeping in the frozen ground,
Covered with a pall of snow,
Are you colder than the mind
That you left to age unkind,
Deaf to the beauty found
Long ago?*

II.

*Love makes answer: "Lone my shell
Lodges in the soulless grave
And life's bounty never fails:
Though it seems that naught avails,
Yet, like wintered seeds, shall swell
All I gave."*

TOMMY.

BY H. A. PRENTICE.

*Everyone's asleep
'Cept me:
And I am very deep
In a story:
Bold buccaneers,
Sea fights:
But I have no fears
These nights.*

WOMEN TEACHERS AND MARRIAGE.

BY PHYLLIS STONE.

There are three reasons why women teachers as a whole are not a marrying class.

First, there is the economic reason—a man fears to ask a woman to sacrifice a salary which is probably higher than the one he is earning himself, and his pride is often too great to allow him to contemplate the idea of allowing his wife to continue in her profession, however much she may wish to do so.

Secondly, there is the personal reason—probably related to a grudge of childhood's days against the tyrant whose high-handed ways and arbitrary punishments had to be endured without protest—that teachers, as a class, are not popular. Their habit of domineering, of making speeches and issuing edicts instead of contributing to ordinary conversation; above all, their air of superior wisdom and power to make mere man look a fool, all combine with the aforesaid grudge to make the male creature look elsewhere for his mate, unless his own profession entitles him to a feeling of superiority or at least equality with her.

The third reason, and perhaps the most important, is that women teachers rarely meet men, other than those on Education Committees, or those who lecture to them from afar.

They usually dwell in groups of two or more in maleless harems, or in the lonely seclusion of solitary "digs," with never a dog or cat to solace them (for a dog must be exercised, and few landladies are willing to undertake this, while a cat suggests the insufferable and final sentence of spinsterhood).

To be sure, there are clubs—tennis, dancing, and the like, which the solitary creature can join, but it is surprising what a dearth of eligible men is to be found in such clubs. Either they are too old or too young, or too frivolous and unlearned to satisfy her educated tastes, or else, like most of their sex, they are timid to make advances to one who cannot altogether doff her cloak of knowledge even in hours of recreation.

Living away from home, as those in secondary schools usually do, women teachers are deprived of the advantage of introductions to men through fathers and brothers. The only male being who ever visits them is the vicar or curate of the parish, and little can be expected from these fleeting and infrequent duty visits.

The result is that the woman teacher grows so accustomed to feminine society that she becomes awkward and shy or self-conscious and unduly elated in the presence of a man and is by no means at her best in his company.

Gradually she slips into an easy groove—she exists in and for the companionship of her own sex, and rather avoids than seeks out that of the opposite one. Not only her working days, but her holidays also, are spent in female society. Her hopes of marriage and a home and children of her own are still latent, but they are buried deep under a mass of fears which inevitably prevent their realization.

Thus, she either becomes soured and cynical, or, throwing herself by way of compensation into her life of teaching and friendship with women, she grows boisterous and somewhat childish, an instance of what the psycho-analysts call retrogression.

In either case, she is a pathetic figure, as all frustrated beings are.

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village School Mistress (continued).

June 16th.

This month I have 22 on two registers. . . . I suppose you have no wrinkle or specimen book of physical exercises (gymnastics in clogs, local clogs). I learnt from a Swede and from a drill sergeant.

October 13th (same year).

I wish you could "drop in" and see the metamorphosis of — schoolroom from what it was when you saw it that cold winter's day soon after I came. It is freshly coloured and whitewashed, nicely decorated—floor, no dust crystals—furniture less obstructive—museum cabinet clean and nearly full. We have beautiful shells, local fossils, ores, stones, micrographs, eggs, jumping beans, specimens in good order. The butterfly collection I have been through, repapered all the boxes—corrosive sublimated first—and have indeed a beautiful collection (some were mouldy). Some of the boxes I have numbered and they are to be for children's exhibits; any work they can put in, so they have brought pressed leaves. The brushwork goes on apace. We have it only once a week, but there is a great rush to be able to paint all the time. My song book was stolen during the whitewashing, so I have a cantata called "A hive of busy bees," which seems as if it would be nice.

History and geography drag. The first has arrived at Simon de Montfort, and we are to march on to Bosworth Field. Arithmetic, Scheme B, recommended by Mr. G—.

My mother and sister are fairly well. I have just been painting the outside of my hut—assisted by one of my boys. A colour scheme of chocolate and cream. The first is a good useful colour but somewhat heavy. I mean to paper my kitchen on Saturday. My pittance is raised from £65 to £70. At former schools I had £135 and £150. I feel rather anxious to remount if not quite cast out by age.

The vicar leaves shortly. The curate has already gone. There are no signs of a new vicar. No one will be anxious to come who understands all the circumstances. I walked on Sunday to church (at P—) and back, about 9½ miles, I should say—a fearful tramp in the dark. (There was no church at — or mission room; P— was the parish church.)

I have not seen (any inspector) for a long time. I should think his "surprise" is about due. *Parlez du diable, vous en verrez la queue.* My mother (who had been a school mistress) tries to "entrecouper" my breakfast sometimes with hints of the "spectral chariot."

I was in school on Monday from 4-40 to 10-15 after afternoon school, pasting the boxes, aided by a friend. . . . I am generally in till 4-15. I sweep, water the plants, have the slates washed, collect the wee bits of needle-work, etc.

Twentieth century school tea: Teacher baked bread and cakes two evenings. On the day dismissed school after two hours secular instruction, swept room—arranged flowers and tables—home—leaped over the stile and the stepping-stones—brought pails of spring water—placed same in great "set-pot"—cut bread and butter—dressed—filled tea urns (lent by an old pupil whom I can still commandeer—the landlady of the — Arms at D—)—set them up before me—and proceeded *leisurely* to receive the company at five o'clock. There were about 50. There was a wonderful spirit of co-operation, which has required cultivation. I have not been so belaboured with "language" of late. The last was to the effect that the way I kept school was "redicklus."

The play-time is rather difficult. One or two have thrown stones with effect, and although they have been *brayed* by their mothers and sent to bed the thing goes on occasionally. It is almost impossible (for me) to go out and have everything prepared for the next lesson—and no confusion: and the wind is not a student of deportment on this hill-top—but out I must go. If the wind is too obstreperous, perhaps I might be in the schoolroom and conduct the drill from the window. I wish it (playtime) were not compulsory. I know the recess is most highly desirable, but I think it should be a privilege continually renewed, like the Army and Navy estimates. Detention is *the punishment par excellence* in my opinion. Public school boys have told me they disliked that most of anything, and if duty time is shirked, it ought to be paid out of pleasure-time.

I think also the dinner hour (one hour) is too short generally. Here it does very well, but with those P— infants (her infants' class at P—) within a very short time of afternoon assembly the stench was what my father used to call "man's height. . . ."

I told you I looked at the G— School (a still more remote school), did I? Looking was quite enough: with the eyes it was lovely, the neighbourhood, with the understanding it was most dismal and undesirable. The present mistress there has £82—lodges with P.T., house empty, I suppose. It is far from the school, the walk exposed to blizzards sometimes. We are having an Indian summer for autumn; sweet peas and nasturtiums linger: the Y— folk are rather fond of "dallias" (dahlias).

London Teachers.

London has a percentage of college trained teachers of 86.4 compared with the 63.1 for the county boroughs. The uncertificated teacher is almost extinct, 0.8 per cent. only existing in London as against 13.7 for the county boroughs. The teachers in London number 5,199 men and 12,296 women.

THE INSPECTOR REPLIES.

BY LADY ADAMS.

When we were newly married, and a dinner party was a place we went to because we had to, the conversation tried me. The pearls of information that were at my disposal and that I was willing to cast generously before the—usually—bald-headed gentleman who had the ponderous task of looking after me, were evidently not interesting, and the gay talk that my husband and I kept going at our own table, when we were alone, would have been extremely out of place in the rather solemn Scotch circles in which we inconspicuously revolved.

We used to meet a Dean fairly often, with a prodigious memory. On the slightest provocation, and sometimes I thought, on no provocation at all, he would embark on quotations that went on and on in a quite Tennysonian manner. My husband, a shrewder observer than I, used to point out to me how cleverly the Dean led the conversation to the diving board, from which, later on, he would spring so elegantly.

It used to amaze me to hear the Dean say "Dear me, yes; that reminds me of those wonderful lines by Drayton—let me see—Thompson, can you help me out?—the poem begins, you remember, 'Fair Stood the Wind for France.'" And as Thompson just wriggled, glared, and was silent, the Dean would embark on "The Ballad of Agincourt," and, as likely as not, would finish it.

Now this Thompson was a new-comer, a school inspector, with a memory of his own, and he began to dislike the way things were going. He was not at all impressed by the Dean, nor did he consider him, as the local hostesses did, "such an addition to a dinner party." He thought him a pompous old wind bag, and yearned to deflate him.

Then one day the Dean was delivered into his hands. Now Mr. Thompson was a Scotchman without mercy.

He called on the Dean one afternoon on business, and was shown into an empty library. An open book was lying on a table by the chair in which he sat down; the inspector idly picked up the book, and the title of the poem intrigued him, for it had something to do with his job, and Mr. Thompson was intensely interested in his job.

Their business finished, the Dean and the inspector gossiped for a while, and it turned out that they were both going to dine at the same house the next evening.

The inspector went straight from the Dean's house to the public library. The following evening, as we afterwards remembered, the talk seemed to float towards children as the salmon was handed, and the Dean, leaning back and sipping his hock—it was in the "sherry with the soup, hock with the fish" days—murmured dreamily: "That reminds me—let me see—Thompson, this in your line—Walt Whitman, that grand old American—'There was a Child'—how does it go?"

And Thompson waving away the salmon, answered:

"There was a child went forth every day,

And the first object he look'd upon, that object he became,

And that object became part of him for the day or a certain part of the day,

Or for many years or stretching cycles of year."

Never shall I forget that scene. We all sat gazing at the inspector, monotonously chanting his Walt:

"The mire of the pond side,

And the fish suspending themselves so curiously below there, and the beautiful curious liquid,

And the water-plants with their graceful flat heads, all became part of him."

The dinner went on, and so did the inspector.

"And the old drunkard staggering home from the outhouse of the tavern whence he had lately risen,

And the school mistress that pass'd on her way to the school,

And the friendly boys that pass'd, and the quarrelsome boys,

And the tidy and fresh-cheeked girls, and the barefoot negro boy and girl——"

There was the stunned Dean, trying to interrupt him, to assure him that he had only meant to repeat a line or two.

"The sense of what is real, the thought if after all it should prove unreal,

The doubts of day-time and the doubts of night-time, the curious whether and how,

Whether that which appear so is so, or is it all flashes and specks?"

inquired the inspector, whose mother must have been a Fighting MacGregor.

The quicker-witted were by now enjoying themselves as the quicker-witted seldom had a chance of doing at a dinner party in Scotland thirty years ago; the quickest witted were looking as if they were in church, the hostess was looking annoyed, and rather scared; the inspector alone was at his ease.

"The little boat slack-tow'd astern,

The hurrying tumbling waves, quick-broken crests, slapping,"

pursued Mr. Thompson placidly, in his nice Scotch voice, with the little top-dressing of Oxford—Balliol—that softened all his Edinburgh "r's."

"The long bar of maroon-tint away solitary by itself, the spread of purity it lies motionless in,

The horizon's edge, the flying sea-crow, the fragrance of salt marsh and shore mud,

These became part of that child who went forth every day, and who now goes,

And will always go forth every day,"

he crooned, genially, looked at the nearly-demented Dean through his spectacles, leant back, and took a swig of burgundy, for by then we were well ahead with the "claret or burgundy with the meat course, if there is no champagne," period.

The dinner party broke up soon. The Dean and the inspector probably went home to bed, but the other men, host included, talked it out at the club. Next day both the clubs were ringing with the story, and the inspector was hailed as the saviour of diners-out. The Dean was a broken man, and nobody ever heard him even mention a poet after that night.

MY YEAR OF TRAINING.

BY "POST-GRADUATE."

Looking back at my post-graduate year of training as it recedes into the memory, and examining the impressions received and ideas formed at that time, I feel it now possible to appraise the results of my training and the value of my experiences.

The new graduate almost necessarily takes a distorted view of the year of training, because, fresh from his academic triumphs, tired of examinations, eager to assert his independence, he chafes at the bonds that hold him to the university for yet another year—a year that is neither inside the university nor outside it, a year during which he feels that he has no footing in either academic or scholastic circles. He questions the utility of training, and is sceptical of the value of theory. His discontent is fanned by listening to the oft-repeated warning that teaching practice is an entirely different affair from teaching itself, that the sooner he forgets about the theories of education and applies himself to the practice of that art the better for his peace of mind. So the student reasons—why not let me teach now instead of wasting a year troubling myself with futilities and delaying what I am bound to meet? The writer's own experiences may, therefore, be of interest, as they throw some light on this vexatious session.

The student spent three weeks immediately before the autumn term and three weeks before the Easter vacation in continuous school practice. During the remainder of the session he was in the schools for two days per week only, including half a day spent in observing routine lessons given by teachers in selected schools.

I thought then, as I think now, that the time occupied by lectures was disproportionate to the time spent in practical teaching. One and a half days teaching per week is a very short period, and it seemed too short in comparison with the time spent in the university. It is well to bear in mind, however, that we shall spend our lives in actual teaching, whereas only a part of one short year was spent in the study of our future professional pursuit.

Teaching practice was, consequently, a breathless affair. We were unable to become acquainted with the children nor they with us; moreover, our weekly irruptions must have been a source of irritation to the school staffs concerned. One master told me in a chatty and inoffensive manner that we were really a nuisance. I am now convinced we must have been.

The observation sessions, which were held on Monday afternoon each week, were, during the first term, conducted by the professor, who gave English lessons for our benefit to classes of selected children from the upper standards of a demonstration school. The conditions under which the lessons were given were not normal for the following reasons: first, because the children were selected; secondly, because the presence of two head teachers, one hundred and twenty students, and the awe-inspiring figure of the professor who was for the time being their teacher, eliminated the necessity for class control. The children appeared to us as performers rather than as pupils, but in the circumstances

that was unavoidable. The energy that a teacher expends controlling a class in the normal course of events is very considerable, even when the children's minds are in a state of attention, because their anxiety to acquit themselves well is often ill-controlled by their power of self-discipline. On the other hand, when a class is not particularly interested in the task before it, energy must be expended to awaken its interest.

In the other terms, lessons given in other schools were observed under routine conditions, but with the disability of the presence of an audience. I shall refer only to one series. This was a course of history lessons given in a secondary school, and at the conclusion of each lesson we discussed it under the direction of the tutor. One great advantage of the secondary school system arises from the fact that all pupils possess their own text-books so that they are able to become acquainted with the lesson material before the actual lesson is taken; thus a great amount of time is saved and the teacher is enabled to concentrate on essentials and leave the details to be acquired by the pupils from their books.

This last point may be emphasized by reference to my first experience in giving a history lesson. This was in the second elementary school to which I was attached, and I took the subject of the events leading up to the Civil War that ended the reign of Charles I. Before the lesson had proceeded very far I found myself involved in a mass of details which almost obscured the main purpose of the lesson. If the children had been able to consult text-books at home I could have used their knowledge of these details to illustrate the sequence of historical events, and have made clear the meaning of the clash of interests in seventeenth century England. My efforts to correlate events and movements were witnessed by the head master and a tutor. Later, the head master pointed out that I had done too much work in the lesson, and had not demanded enough from the children. I was already aware of this, but diagnosing the malady and finding the cure are different affairs. I am now convinced that history is the most difficult subject in the whole curriculum, because there is always a danger of giving a lecture instead of a lesson.

To be aware of the fault is the first step towards its elimination, but there are experienced educationists who enunciate it as a general principle that there is inherent in the class teaching system a tendency for teachers to do too much of the thinking, leaving too little to be done by the children.

My first experience of practical teaching was in a large, mixed elementary school, organized under the control of a principal. This gentleman gave a short course of lessons on the movements of the earth, and I think that I "shall nevermore at any future time" witness a more imposing demonstration of the teacher's art. It was an illustration of the application of psychological principles to practical teaching. The children had no information given to them beyond the barest details employed to explain the apparatus used. Still, there was present in their minds a number of precepts sufficient to form ideas under the skilful direction of

this admirable craftsman. As I listened, idea was calling idea into association in the minds of the children and a body of definite knowledge was being formed in the process. Thus I received my first practical lesson in mental growth of the child and was given a standard of achievement at which to aim. In this school I first realized that my mind and the minds of the children move on different planes. I gave a poetry lesson, taking as my subject the three stanzas on the "Dying Gladiator" from Byron's "Childe Harold." The lesson being completed, the tutor's verdict was that while I spared no pains to make the lesson a success, and that my enthusiasm for Byron could not be doubted, the lesson was above the children's heads. So much I had guessed already from the children's faces and from their answers, but the fault is difficult to rectify, as I discovered.

I spent approximately one term's teaching practice periods in a secondary school, where I was treated by the head master as a member of the staff; by the staff as a colleague; and by the boys as a master. I thoroughly enjoyed the experience, which I still remember with feelings of pleasure, so that I am reluctant to criticize this excellent institution. I was left in absolute control of the classes during my practice periods, and was supervised on one occasion only. Of course, this system calls for a greater amount of class control, and this power the student is compelled to acquire or else he must fail to teach. Against this favourable circumstance must be set the whole purpose of the post-graduate year, which is training, and not purely empirical experience.

In conclusion, it may be useful to set down a few observations on the theoretical side of the post-graduate year. This aspect of the training is subject to heartfelt criticism by the students, and I believe that this is due to a misunderstanding of the purpose of educational theory. There is no doubt that the art of teaching can be learned empirically, but this method is wasteful, because it must ignore the fruits of many generations of experience in teaching practice. Some criticism comes from persons who cannot see the connection of the history and principles of education with practical teaching. The more extreme critics regard the teaching of the three R's as the true function of the teacher. Any person, however, who regards these three subjects as the end of education has failed to comprehend the aim of the school. Education, as I conceive it, is society's insurance against a return to barbarism, against the collapse of civilization; and, more important still, society's expression of its progressive ideals. It is therefore desirable that the prospective teacher should understand his personal and professional relationship with society, and that he should have a background of ideas against which he can take the measure of his concrete achievements. The inculcation of ideals is, therefore, not the lesser part of duty of those who train teachers and nothing less than mental nurture of future citizens is the duty of teachers of the young.

The salaries position in Carmarthenshire has advanced a stage. It is understood the authority is now willing to confer with its teachers and representatives of the National Union.

ITALIAN IN SCHOOLS.

By R. P. LEA.

Early in January the British-Italian League held a meeting in London to discuss the introduction of Italian into the schools of this country. By the speakers it was generally agreed that the present time-table is too crowded to allow of the addition of another subject, and the discussion turned rather on the question of substituting Italian for one of the two modern languages (French and German) now usually taught, or the teaching of it, possibly, to young children as a prelude to Latin, which would be begun at the age of twelve, or thereabouts.

The Chairman, Sir Rennell Rodd, in his opening speech dwelt upon the international value of a knowledge of foreign languages as a medium to that better understanding of the mentality of the people of other countries which the increasing inter-dependence of nations renders so essential to existence.

The first speaker, Professor Conway (President of the Classical Association), attacked the study of French in schools, basing his argument on the methods employed in his youth. The three periods a week allotted to instruction in the language at his school were, in his opinion, sheer waste of time. Some of his hearers felt that had Latin or Greek been treated in the same Cinderella fashion there would have been little to choose between the results in those subjects and those in French. Another speaker, a head mistress, was also inclined to deplore the results obtained in French. She did not state what amount of time was given to the subject in her school. There were other advocates, but not one advanced arguments strong enough to persuade the uninitiated.

An educated audience, such as was present at this meeting, requires, for its conversion, more than abuse of a past or an existing state of affairs, and regret for time wasted. A bad workman, or the conditions under which he has to work, should not be held up as proof that what he is endeavouring to produce is in itself worthless. Some speakers seemed to see in the mere introduction of Italian into the school curriculum a cure for all the evils that now, in their opinion, attend the teaching of modern languages. Again the greatness of Italian thought to be found in its literature—verse, prose, or philosophical—was summed up in the name known even to the average boy or girl—Dante. Does the Italian language not number among its writers any rival of Descartes, Racine, Molière, Pascal, La Fontaine, Voltaire, Hugo, de Vigny, etc., etc.? Presumably there must be some, but they were not mentioned.

Education in its widest sense should not be limited to commercial or political values, but must aim to cover the greatest possible field of culture. In weighing the claims of any language for inclusion amongst the subjects to be taught in a school, its contribution to the culture of the world should surely be a prime consideration. It seems a pity, to at least one member of the audience at this meeting, that those who spoke in favour of introducing Italian into the schools did not endeavour to win converts by appealing to their æsthetic, literary, and humanistic faculties.

DRAMA IN EDUCATION.

BY C. M. DE REYES,
Warden, Citizen House, Bath.

The vast educational possibilities afforded by a study of drama, and its creative interpretation in the form of the "school play," have recently been emphasized by the report on "Drama in Education" published by the Board. The annual meetings of such societies as the British Drama League and the English Association have, during the past year, still further endorsed this view, until it would seem that the education of the future would find in drama the greatest of all instruments not only for self-expression, but also for communal service.

One of the chief characteristics of this century is undoubtedly its emphasis on creative work as an antidote to the vast materialism which besets us, and nowhere can the creative urge find better or more satisfying realization than in the field of drama. Moreover, the drama is essentially a synthetic art. To it must be brought a sense of literature for the proper appreciation of the play, the artist's eye for colour as an expression of the main symbolism of the theme, the musician's ear for sound, the architect's sense of line and proportion which must be apparent in the scene-set, however simple this may be, the designer's sense of beauty and of fitness in the costumes, the dancer's knowledge of movement and rhythm, the producer's sense of vital interpretation and of poise.

All these elements are required if the stage-picture is to be satisfying, sincere, and complete.

From this it will be seen that drama is at once an interpretation of the whole of experience in a universal sense, and a fusion of the whole of experience in a particular sense. Small wonder then that drama, being of so fundamental and so comprehensive a nature, should exercise so potent an influence in the field of education!

The innumerable dramatic societies, play-reading and production circles, school and college dramatic unions which abound to-day are therefore the most hopeful signs of a due recognition of the power of drama. All these societies—excellent as they are—need, however, co-ordination and the help of a central authority to whom they may turn unfettered by the impinging and aggravating restrictions of membership and subscriptions, for free and unstinted advice concerning the choice of plays, methods of production, loan of costumes, curtains, properties, etc., and assistance in the many and varied problems that confront even the most enthusiastic producer.

It is for this purpose that Citizen House, Bath, exists. A fine old Georgian mansion, set in the centre of Bath, by that "golden host" of wealth and generosity—James, Duke of Buckingham and Chandos, it has seen in the two centuries of its creation much and varied life pass by.

The windows on the old oak stairway (as shown in the accompanying photograph) still recall the grace and wit and tragedy of that fragrant eighteenth century. The opening lines of Pope's "Heloise and Abelard," written by him on one of his frequent visits to the Duke, still glimmer in delicate diamond-writing from the panes. A veritable shadow of Glamis falls across the upper

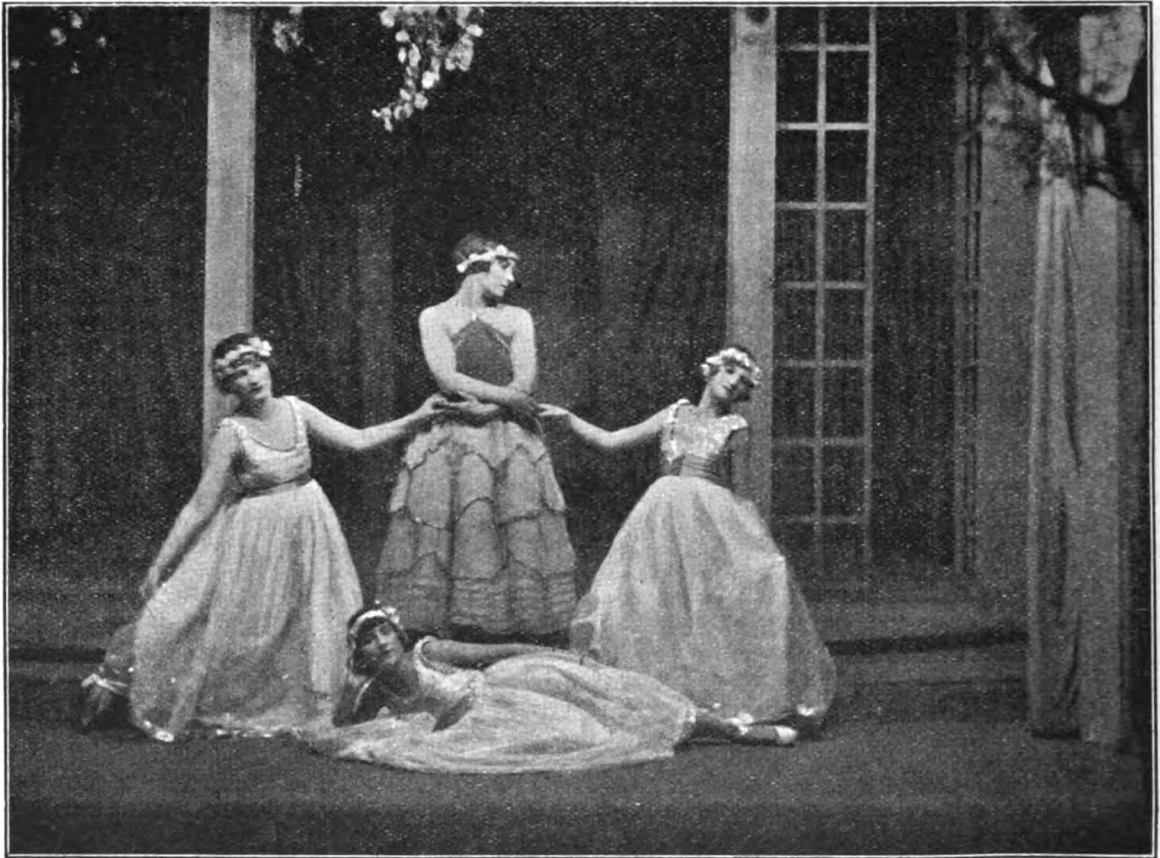
galleries where are inscribed the poignant lines: "James, Earl of Strathmore, is dead and gone and quite, quite gone. I am but what you make me." And now, among the romantic shades of the past, there moves the drama of the future. For the hundred vast oak-panelled rooms of Citizen House have been departmentalized into studios for the fabrication of stage-costumes, carpentry, shops for the making of scenery, property-stores, costume galleries to walk down the long aisles of which is to visualise all the magnificence of history, dramatic libraries within which copies of every play are procurable, an enquiry office from which help and advice radiates to every corner of Britain and assuredly to every school and college. And above all two theatres, perfectly equipped for either indoor or outdoor presentation, capable of seating an audience of several hundreds, and with that audience, built up during the twelve years in which Citizen House has been in existence—ever clamouring for admittance at its doors.

To these theatres have come all the dramatists and thinkers of to-day: John Masefield, Bernard Shaw, John Drinkwater, St. John Ervine, Gordon Bottomley, G. K. Chesterton, Rutland Boughton, Lawrence Housmann, and each have in a particular sense impressed some part of their personality upon the whole.

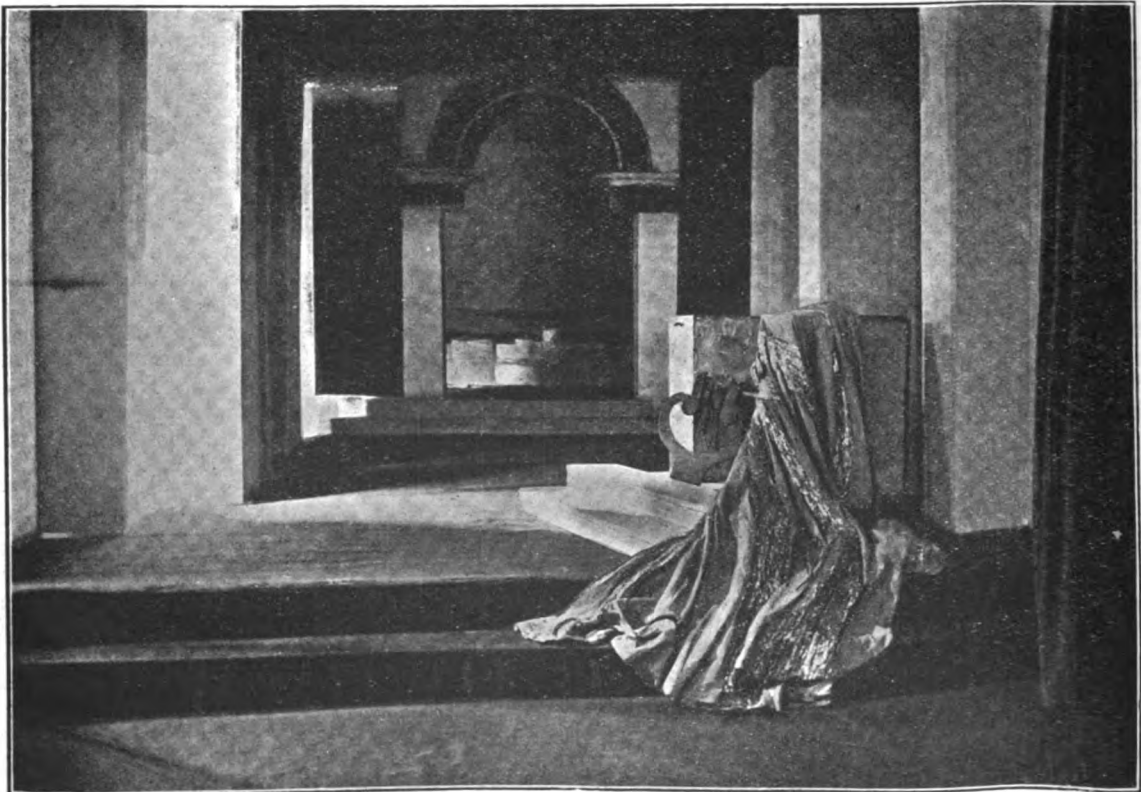
For Citizen House, Bath, aims at being the central dramatic distributing centre for the country, organized entirely by voluntary work, and with an assistant resident staff of post-graduate students who enter upon a year's training, prior to undertaking dramatic work in schools, or social centres, it offers its facilities to all who desire to promote drama as a means of education. Its valuable and beautiful costumes of all periods, numbering many thousands, and collected or made over a period of many years, are available on very inexpensive loan-fees, calculated to cover the cost of cleaning, packing, fitting, etc., to all who are organizing school or college plays. These costumes are of all sizes, young people's, children's and adults', and cover all periods—mediæval, Shakespearean, Stuart, Cromwellian, eighteenth century, fantastic and impressionist.

Properties, curtains, etc., may also be loaned in the same way, and advice as to the choice of play and method of production is readily forthcoming on application to the Hon. Secretary, Citizen House, Bath, if a stamped addressed envelope is enclosed. Thus are the difficulties and expense of obtaining stage-costumes and the arduous of production removed from all those who wish to experience the incalculable educational advantages of drama in education. In response to a request from many educational authorities the first summer school for drama, under the auspices of the Village Drama Society, has been held this year at Citizen House. Originally intended for some thirty members, the numbers swelled to one hundred in a single day, and included County Directors of Education, Principals of Training Colleges, and members of the teaching profession who were responsible for the art and dramatic work in their centres, and they all set to work in splendid earnest during the three weeks into which the school was prolonged. Lectures on

(Continued on page 58.)



Fairy Ballet. Scene from Pantomime written and acted by Children.



Scene set of "The Young King," showing simple properties.



A group of Citizen House Players, enacting scenes in the History of the Mansion.



Setting for a Passion Play, with canvas screen and pillars

stage technique, elocution, and production were held every morning in the open air theatre of Citizen House, the afternoon was devoted to arts and crafts concerned with the actual scenery and production and properties of plays, and the evening saw busy rehearsals for "All's Well that Ends Well," which was given as a public performance by all the students at the close of the school session, as well as many one-act plays in which the students themselves acted as directors and producers. The course therefore covered the entire practical field of dramatic work, and each student carried away a knowledge of how to conduct rehearsals, how to produce a play, and how to secure the necessary effects of lighting, scenery, etc., requisite for the stage-picture. The best effects of scenery to be obtained were found to be those on the severely simple and architectural basis of the Gordon Craig screen method, as shown in the accompanying photograph, whereby with the aid of a few battens, some yards of cheap canvas, and a few tin-tacks, pillars and columns "rivalling immensity," to quote Gordon Craig's own words—may be erected.

Gordon Bottomley, in a visit to the summer school, referred to Citizen House as "the only dramatic laboratory in the country," and the ever-increasing pressure of work at Citizen House proves how necessary is the creation of more such laboratories. The increase of its sphere of usefulness points also to the growing recognition of the power of the drama as an educational factor. It is impossible to lay too much emphasis on the value of this, for the main idea invariably underlying the progress of drama throughout the ages is a vivid representation of ideal life. It teaches humanity quite directly to what it should aspire and what it should cast aside as base and worthless. Above all it would appear to be the only remedy for the dissatisfaction and the unrest of life which we see around us on all sides. Spiritual homesickness to-day besets our race, and this can only be remedied by the art of creation. The permanence of the ideal is the one actual truth that underlies all drama, the attainment of that ideal by the invincible human spirit is the story of all history and the stuff of all drama. It is also the end of all education, and therein the end of drama and of education is one.

DRESSING THE SCHOOL PLAY.

If you are giving a school play this term the **"Citizen House Players" of Bath have many thousands of beautiful stage costumes of all sizes and periods**, designed by artists from the richest fabrics and made in the studios of Citizen House. These costumes—including Mediæval, Shakespearean, Stuart, Cromwellian, Eighteenth Century, Ballet, Fantastic—may be **loaned by educational groups at very inexpensive rates**. Stage curtains (silk and velvet), stage hangings, properties, etc., may also be obtained. The costumes—many of which are copies from old masters—have that full sense of colour, line, and design which is so essential to the stage-picture.

Advice as to choice of play, methods of production, etc, freely given.

Full particulars on application to the Hon. Sec., Citizen House, Bath, if a stamped addressed envelope is enclosed.

LEGAL NOTES.

A trivial but, for that very reason, interesting case concerning an alleged contract of sale came under the notice of the writer recently. A schoolmaster was visited by the "traveller" of a firm supplying school caps, and he gave an order for so many bearing the school badge. They were sold to boys, and the purchase price remitted to the makers. Others were ordered and paid for in the same way. The last lot despatched by the vendors was never completely disposed of, for the school was transformed into a central school and its staff transferred elsewhere. The head master not un-naturally declined to pay for the caps he could not now get rid of, and offered to return them. This the vendors refused, and held him responsible for the price. They issued in due course a County Court summons. The parties compromised by the offer and acceptance of half the full claim.

The sum in dispute was but a matter of £2 or £3—fortunately for the schoolmaster. But trifling though the issue was, it serves to illustrate the necessity if misunderstandings are not to arise of entering into an arrangement of this sort under clearly specified conditions. On the facts as set out here, it seems clear that although the schoolmaster intermediary made no pecuniary profit out of the transaction, there was a virtual contract of sale between him and the firm. He contended, however, that he was a mere gratuitous bailee of the goods, or if he was a buyer at all it was under a contract of "sale or return." Either contention is plausible enough, but since the vendors took a different stand it is plain that the parties were never at one in the matter. And it is extremely doubtful whether any Court, had it been called upon to decide from the circumstances at the time the contract was entered into, what exactly was its nature, would have come to the decision that there was no sale, but a mere bailment to the schoolmaster.

Neither party, of course, contemplated the closure of the schools. But one surely could have assumed the possibility that some of the caps would not be sold. What did pass between the traveller and the schoolmaster was very likely this: "You need not pay now; send the remittances as you sell the caps." Did that constitute a sale on approval, or a delivery on "sale or return"? I don't think so. If the schoolmaster had insisted on accepting the goods only under such conditions the firm would probably have agreed, and if they had, he should have seen that it could be endorsed by writing of some sort. For what is the position of the parties where there is delivery on sale or return—when does the property pass? It passes to the buyer when he accepts the goods, or, if he does nothing to signify his acceptance but retains them, then they pass to him likewise if he does not reject them within the agreed time, or if there is no agreed time, then if he does not reject within a reasonable time; and that is a question of fact. How easy it would have been to express such an arrangement in a brief writing!

SCHOOLCRAFT.

THE TEACHING OF GEOMETRY.

BY G. C. BARNARD, M.Sc.

II.

Lest I should lie under the reproach of being a merely destructive critic (though I am by no means sure that this would not be a compliment, since to destroy an error is a task not to be despised), I will illustrate my general thesis by considering a particular instance. Since Pythagoras' theorem is of particular importance, and the usual treatment of it given in most text-books presents considerable difficulties to the majority of any ordinary class, I will chose this theorem for illustration. The difficulties which arise in class over it arise usually from two sources: first, the inability of the pupil to see why Pythagoras should ever have thought of the theorem at all; and, second, the complexity of the construction and proof. I have found that by treating the subject in the following series of steps these difficulties are largely obviated. It is true that this procedure takes more time at first, but it is in fact more economical than the old method; because the pupil is developing the space-sense all the time (i.e., gaining the perceptive experience necessary as a basis for future abstract knowledge), and also because the theorem, once apprehended in this way, is assimilated and made available for application in a way that the older method does not achieve.

The steps are as follows:

Step One—Puzzle.

Cut a square into four equal pieces which can be fitted together to make two separate smaller squares.

Step Two—Exercise.

Draw a right-angled triangle in which the two sides which enclose the right angle are exactly three and four inches respectively.

Measure the hypotenuse.

Then draw squares on all three sides, and divide each of them into a whole number of square inches. Note that they contain respectively 9, 16, and 25 square inches.

Then note that $9+16=25$,
and that $3^2+4^2=5^2$.

This gives us a particular instance which we may make use of in solving the following puzzle.

Step Three—Puzzle.

Show how to divide any square into four pieces which may be fitted together to make two smaller (unequal) squares. (*Hint*: The lines along which you cut are parallel to the sides of the square.)

Step Four.

From Step Two above we found that a triangle whose sides are 3, 4, and 5 units has a right angle, and we noted also that $3^2+4^2=5^2$.

Now there are several other numbers whose squares are equal to the sum of two other squares; for example:

$$\begin{aligned} 25^2 &= 24^2 + 7^2, \\ \text{and } 17^2 &= 15^2 + 8^2, \\ \text{and } 13^2 &= 12^2 + 5^2. \end{aligned}$$

Now draw triangles with sides:

- (a) 25, 24, and 7 *eighths of an inch*;
- (b) 17, 15, and 8 *half-cms.*;
- (c) 13, 12, and 5 *half-cms.*

In each case measure the largest angle of the triangle.

Step Five—Puzzle.

Cut a square which measures 13×13 cms. into five pieces, one of which is a square measuring 5×5 cms., while the four other pieces can be fitted together to make another square.

Step Six—Puzzle.

Draw a square on a line 17 *half-cms.* long, and cut it into five pieces, one of which is a square, while the other four will make a square when fitted together. Your cuts may only be made parallel to the sides of the square.

We have now got enough particular instances to make the general truth of the theorem a reasonable inference requiring a theoretical general proof. Instead of giving the ordinary proof, however, the generality of the theorem may be illustrated by the following puzzle:

Step Seven—Puzzle.

Draw a square ABCD of convenient size, and cut off along the side BC any convenient length BE. (Make BE, say, one-third of BC.)

Then produce AB to G, making $BG=BE$, and complete the square BGFE.

Now consider the whole figure, AGFECD, which is made up of two unequal squares, and show how to cut off from it two equal right-angled triangles, which, when refitted on to the remaining piece, form a single square with it.

Step Eight.

Show how to divide any square into three pieces, which, when refitted together, make a figure composed of two squares. (As AGFECD in Step Seven.)

If necessary, hints may be given for any of the above puzzles, the point being that each pupil should *perceive* the relationship, not that he should *discover* it.

Step Nine.

The theorem, now seen (from Steps Seven and Eight) to be general, should be formally proved; and this is best done from the figure which has already become familiar in the last two steps. It is only necessary formally to prove that the two triangles which are cut out from the one square in Step Eight are congruent, and that when fitted to make the two-square figure they do in fact make it, and that the two squares considered separately are, in fact, equal to squares on the sides of one of the triangles.

This method of treating Pythagoras' theorem may not appeal to honours graduates in mathematics, but they should remember that they are people with quite

unusual ability in a particular direction, and that what is suitable for their mentality is not necessarily palatable for the general. The point to remember here is that a Euclidean treatment does not satisfy the average boy; it tires him, stupefies him, and leaves him with no more insight into geometry, and less interest in it, than he had before.

Similar methods, utilizing dissection puzzles and measurement, may be used throughout the course, for they give a reality to the geometrical truths which no amount of logical demonstration will convey, except to boys of definitely mathematical temperament. It will, of course, be objected that measurement proves nothing, and dissection still less, for it often masks fallacies. This is perfectly true, and it forms the best possible introduction for the pupil to the idea of logical necessity and the desire for abstract proof. After a good grounding in practical proofs and training in spatial perception, the pupil will desire to prove new theorems logically, by deduction from past ones, rather than go through the troublesome processes of measuring and dissecting. Then he may be introduced to a few fallacies, such as the one by which 64 is proved equal to 63, and in this way the need for logical strictness, systematization, and reduction of axioms will be felt naturally. Many boys will leave school before this stage is reached, but until it is reached by the pupil himself there is no sense in teaching the subject on deductive lines; whereas, a pupil who has passed through the empirical stage, gaining geometrical experience by the way, and reached the deductive stage in his natural development, will be able to assimilate theoretical geometry at a vastly greater rate, and what is more important, to apply what he has assimilated.

MUSIC.

By J. T. BAVIN.

These lessons deal with various points of musical training with especial reference to the gramophone.

Me and Soh.

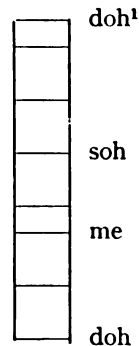
After the above we may again use the nursery rhymes for making the acquaintance of me and soh. Listen to the first line of "Here we go round the mulberry bush." Sing the doh. Now we will give names to the other sounds. "Doh doh doh doh me soh me doh"—and sing the line to those names. Thus the sounds of doh me soh are learnt through a tune already known, and related to familiar sounds, not as abstract or arbitrary names. "Oranges and lemons" (soh me soh me doh): the ending of each line of "Girls and boys" (soh me doh): "A frog he would a-woooing go" (soh doh¹ soh me doh): "Baa baa black sheep" (doh soh): "Jack and Jill went up the hill" (soh doh¹), all give similar practice.

Progression by Step or by Leap.

Sometimes—not always—me and soh, the names we have last learnt, are like landings—resting-places—on our way up and down the steps. "Little Bo-Peep" runs up the steps one by one as far as soh, and then turns back again. "Dickory Dock" starts on me and runs up to doh¹. "Upon Paul's Steeple" starts at the top doh¹, and runs down all the steps to the bottom

doh. "Girls and boys" begins on soh and jumps down to me, goes back to the step between them and then jumps over me to the step below, jumps back to soh and then leaps down soh me doh. "What are little boys made of?" runs up from doh to me, and then jumping back to doh, leaps down into the cellar to the soh below, soh₁. "Sing a song of sixpence a pocket full of rye" runs down from doh¹ to soh, jumps back to doh¹, jumps back to me, and finishes by leaping to and from me and soh. "Baa, baa black sheep" leaps from doh to soh, and then runs up the steps to doh¹. And so on with other tunes. With simple practice like this the children assisted by their knowledge of doh me soh doh¹ will discover for themselves whether their tunes proceed by step or leap.

With all the above the contour pictures of the tunes should again be used, a gradual slope for step progression and a more upright line for a jump. Through them the modulator should be introduced—not by name, however, where babies are concerned. It should take the form of a picture of the steps: each step will be shown, but only doh me soh doh¹ named at first.



Comment is sure to be made on the fact that some of the steps are smaller than others, only half as large. This will give the opportunity for drawing their attention to the fact that the arrangement of the bottom four steps is just like the arrangement of the top four, and that the small step is the top one in each half. For the present the observation of these facts will suffice.

Another and very effective aid, is to have a children's modulator. The children stand in a row: No. 1 representing doh; two steps away is me; one and a half steps further off is soh, and at another two and a half steps is doh¹. Other children fill the steps between at correct distances. Encourage them to take their places at their correct distances themselves by looking at your picture of the modulator which may be used as follows:

- (1) Sing up and down the steps—each singing his own sound in turn.
- (2) The doh me soh doh¹ steps sing their sounds.
- (3) A step above or below is called upon to sing his sound immediately after doh me soh or doh¹ has sung.
- (4) A step is called upon independently of any of the others.

Eventually the teacher by pointing to any step in turn draws tunes from this human modulator. Should any step sing the wrong sound the remainder of the class immediately correct him by singing the right one. By enlarging the modulator more children can be employed, and in any event places will continually be changed.

CHILDREN AND BOOKS—AN EXPERIMENT.

Described by IDA B. SAXBY, D.Sc.

The Act of Parliament which authorized the establishment of public libraries was passed in 1850, but progress was slow until 1900, when Mr. Carnegie offered to present libraries to the towns and rural districts of Great Britain which desired to have them. Since then growth has been rapid. In 1886 there were 146 public libraries in the towns of Great Britain, to-day there are over 700. Thanks to the stimulus from the Carnegie Trust the number of rural libraries is also increasing year by year.

So long as only a district here and there had its own public library, the teacher of the elementary school had to base his methods on the assumption that most of his pupils would have little opportunity of obtaining information from books after they had left school. Hence the actual giving of useful information was naturally one of his main functions, and, as every teacher knows, the desire to give all that is considered essential often leads us in practice to give things before the children are ready for them. Whether this is ever worth doing does not concern us here, the point is that it should no longer be necessary. With books within the reach of everyone, it seems far more important to make young pupils want to go to them for information and to show them how to do it than to fill their minds with the necessarily limited amount of information—however valuable that information may be in itself.

This is at any rate the line of thought which led to the experiment which I am now going to describe. The form in which it was tried was suggested to the writer by the well-known Dalton Plan. There can be no doubt that one of the things which that Plan does is to teach children to obtain information from books, but it is difficult to apply it satisfactorily in large classes on account of the amount of individual work which it necessitates. The object of the experiment was to overcome this difficulty and at the same time to give the children opportunity for team-work—a form of training which is generally recognized to be valuable as preparation for community life.

The experiment was carried out in the Girls' School at Whitchurch (Glamorgan). The head mistress of this school was interested in my plan and kindly allowed me to use all the history periods and part of the composition periods of a Standard V for the whole of one session. The teacher of the class—Miss Davies—did all the actual teaching and helped me to modify the scheme in various ways. The necessary books were borrowed from the Cardiff Central Library. We owe much to the patience and courtesy of the librarian, for we had great difficulty in finding books that were suitable for such young readers. The choice of the books and the formulation of suitable questions are the work of Miss Ivy Mundy, B.A., at the time a student in the Training Department of University College, Cardiff.

As originally planned the experiment involved two preparatory stages: (1) A short course of lessons on finding the answer to a question from a given paragraph and on note taking and précis writing; and (2) a longer course in which each child was to be given a book or a portion of a book to read and a question to answer with

its aid. The answers were in this case to be written as essays and read to the class after they had been corrected with the aid of the teacher. After this preliminary work the children were to be divided into groups, each with its set of books and its question to answer. The members of the group were to produce one essay between them. This essay was to be read to the class by a member of the group and to be criticized by the class. Finally, other members of the group were to question the class on the subject matter to see how much they had learnt from the reading. We quickly found that I had allowed too little time for the preliminary work. In practice, the first stage took nearly a term, the two stages together just over two terms, so that less than a term was left for the experiment in its final form.

The account which follows is taken from the notes which Miss Davies kept throughout the year. At first she reported that she found great difficulty in making the children concentrate, for they were so used to oral work that they found it difficult to settle down to the idea that they were expected to find out facts for themselves. Some of them seemed incapable of working for more than ten or fifteen minutes at a time. When the children reached the second preparatory stage they were arranged in groups according to the life of the person they were studying and there was of necessity a certain amount of passing of books, borrowing of dictionaries, etc. The result was a good deal of talking and a temporary neglect of work. But it did not last long, for the better girls complained that the noise interfered with their work. The teacher took advantage of this to point out to the children that the class-room was for the time being a library and that they ought therefore to be as quiet in it as grown-up people are in a public reading-room. This appealed to them, and for the rest of the time each did her best to concentrate on her work. Towards the end of the first term the teacher began to notice a great improvement in the way in which the children settled down to their work.

In the second term each girl had her own question. Often this involved reading portions from three or four books, and there was consequently frequent opportunity for wasting time. All the same no one was idle. Now that the first novelty had worn off it was clear that the children were really interested in their work. The teacher reported that they seemed more confident and were tackling the questions more easily. The correcting of the essays took up much time, but it was found possible to do it all in the presence of the children by letting two or three who were ready at the same time watch the correction of each other's work. In this way it was found incidentally that they could give each other much useful help.

When the proper group work was begun, the children strongly resented the idea of producing a combined essay. We therefore thought it wiser to let each write her own, though that involved the reading of a number of essays on the same subject. All that was done in actual group work was to set each group to correct the essays of its members before they were shown to the teacher, but even that saved her time to a certain extent. Clearly

a year was not long enough to develop the plan fully, but even so a beginning was made. If the experiment could have been carried on a second year, it would, I think, have been possible to leave the entire correction of the essays to the group with the teacher as referee in cases of difficulty. There is no need to fear that the standard of the work would suffer through this, if the essays were read to the class in the way I have suggested, for children are if anything too severe as critics of each other's work. Probably the combined essay is unsuitable for young children, but in an upper form of a central school it should be possible to give a group a larger piece of work to study and to teach it to divide the required essay among its members so that each would have to contribute a definite section or chapter to the whole.

Even a single year's work such as I have been describing helps pupils to use books more intelligently. The best proof of this is that the head mistress was so impressed with the children's improvement that she asked Miss Davies to repeat the course the next year. An advantage of the group system is that it is possible to put together children of equal ability and to give them a task suited to their powers. I pointed out that there was little inclination to waste time after the novelty of the task had worn off. But it was not only a matter of novelty. It was found that the duller girls were easily discouraged and that they would only tackle a book if it was well within their grasp, whereas the brighter ones enjoyed trying work which made real demands on their ability. To make every member of a group anxious to do her best, it was necessary to provide each with a task of the right difficulty and with companions who were roughly at the same stage of development.

A Guide to Library Facilities.

SIR,—With the generous help of the Carnegie United Kingdom Trust the National Union of Students has published a Guide to Library Facilities and Printed Sources of Bibliographical Information. Excellent facilities of both kinds exist, which are not used by many students because, never having considered what *sorts* of bodies and publications contain the bibliographies of their subjects, they do not know how to familiarize themselves with them. To put this potential demand in touch with the existing supply is a very important need, and an indisputable prevention of waste.

Young organizations like the County Libraries, and the Central Libraries for Students with their Outlier Libraries, are striving to *create* and satisfy an intelligent demand for books from those who, by their own resources, could obtain but tardy and inadequate access to the better equipped libraries. Yet invaluable labour-saving instruments, like the "Subject Index to Periodicals" and the "International Catalogue of Scientific Literature," are languishing for want of support. If a student never learns to discover his bibliographical guides for himself, he becomes an incubus on the librarian, and is contributing to the waste of the enormous mass of printed knowledge already in existence.

The Guide referred to aims at helping to abolish this unsatisfactory, not to say paradoxical, state of affairs.

Yours very truly, R. NUNN MAY,

Secretary National Union of Students.

3, Endsleigh Street, W.C.1.

ART TEACHING.

SOME RECOLLECTIONS AND REFLECTIONS.

BY ROSA W. HOBHOUSE.

VI.—THE CHOICE OF MODELS.

In association with the syllabus the question of models is inevitably raised. It requires serious consideration. Models should certainly be available of a kind to give scope for practice in the various kinds of work. Many of us have known the sense of defeat almost in the effort to devise something fresh for our classes, after perhaps several years of teaching in the same school. We have thought maybe of the miniature Japanese cedar tree amongst the possessions of a friend and known that it is too great a treasure for us to venture to borrow it. Or we may have seen a parrot in a public house and half feared the shaking of our reputation, if we should enter to invite its presence in our class-rooms. I once borrowed such for use in the Training Department of the University College, Cardiff. (Memory as regards this episode is dim. I have no recollection of the bird swearing, but I remember the prodigious weight of the cage on the journeys to and fro!) Or we may look disconsolately into a neighbour's cupboard, and see in a shadowy corner a way out of our difficulty in a rarely used sky-blue mug and devise a pretty subject by filling it with marigolds if they are in season, or even with a bunch of evergreen leaves. Or a friend's friend may have a violin, and there may still be time before we appear before our class to go to our friend to ask her to act as mediator, that is if the instrument is not a "Stradivarius"—too priceless to be begged for the purpose. Or yet again we may chance to open at Chapter 88 in the "Italian Manuscript" already quoted from and revive our imaginative resources by reading its suggestion: "If you wish to draw mountains well, so that they appear natural, procure some large stones, rocky and not polished, and draw from these, giving them lights and shades as the same rule guides you."

It is clear that the authorities could not supply a sufficient store of models without making the stock in each school both cumbersome and costly. Besides, cupboard models get a cupboard savour. It is far nicer to draw a homely object plucked out of current use—a casserole that knows the heat of the stove and has within the last few days perhaps sent up a coil of steam like incense when its cover has been removed at table; an open book which has recently been standing amidst its companions on a familiar shelf, with brown brother, blue jacket, and the manifold large and little volumes of a library, rather than one that has been lying lonely and unwanted among heterogeneous utensils that have never been used for the purposes for which they were made, and which, if they are not dusty with disuse, are at least dustless because scrupulously dusted during ignoble intervals of uselessness. A pair of old bellows with leather sides worn at the creases with hard labour over the reviving of flames, may, by its very presence, remind us of log fires and give us a pleasurable hint of country ways. Not so a brand new pair supplied with the school apparatus for the pipe-warmed class room, though there are of course classes that still have the joy of a visible fire, in reviving which the bellows, thus provided, might steal a taste of their true nature and purpose in life.

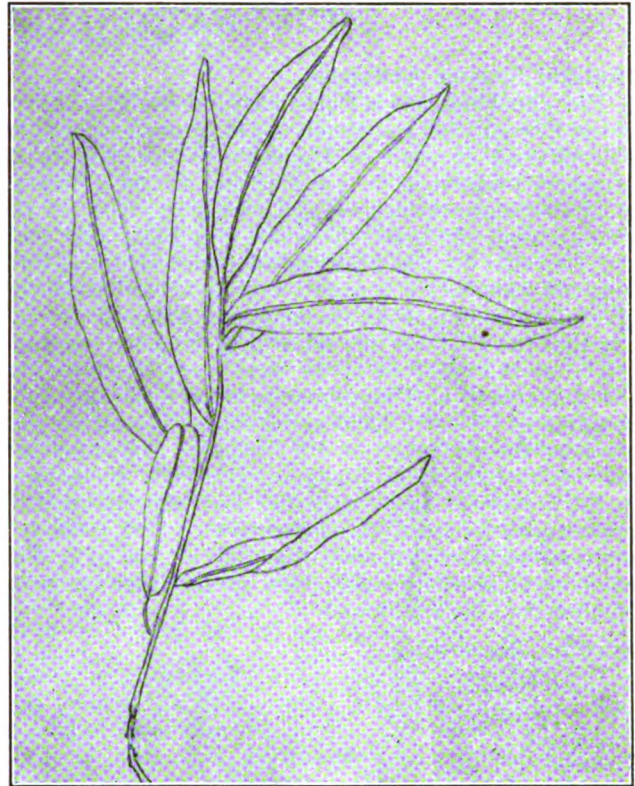
It appears, therefore, that this is a realm in which the principle of the loan collection should operate, a principle quite in accord with the tradition of art galleries, museums and public institutions generally. In other words the art teacher should be willing to take trouble to obtain as great a variety as possible from any persons interested, term by term, encouraging the co-operation of the pupils and of the other members of the staff. The authorities, on the other hand, should reckon with the difficulty, and offer facilities for the use of models in travelling cases—each case containing specimens of various lands and simple objects such as shells or a pair of sabots, which, not being common to our own daily life as a people, could hardly be picked up by the most resourceful of art teachers. Curtaining for backgrounds might also be included in these circulating consignments of models. There should further be allowed to each teacher a certain freedom in expenditure for the purchase of flowers, or for the payment of carriage of evergreens, etc., from country parts, where friends may be willing to do the gathering. At the present time this important question is left almost, if not entirely, to the teacher to solve, with the exception of a limited number of casts, etc., all of which, as I have suggested, tend to grow less and less attractive if overlaboured. The presence of good cast reproductions (as well as framed studies by great masters), if sufficiently helped out with current models, should, however, prove a valuable part of the art-room property.

The question of the art room is one of great interest, and could occupy more space than is now available. Certainly every school that has an art room stands at an advantage over those in which the art classes have to be taken in the ordinary class rooms. This is not to say, of course, that the work done is necessarily better. Yet there is besides the wider opportunity offered as regards varied seating and the placing of models, the possibility of creating a working studio atmosphere.

In these art rooms there should be a minimum of fixtures. That is to say each teacher who holds sway should find scope for some control of the models and of the wall spacing. Not only is wall space desirable in itself as a rest to the eyes, but a good drawing or painting also tells infinitely better if it hangs in isolation. These are at least matters well worth our consideration. They tend to liberate the creative spirit, helping those in the classes to realize that man in a large measure does determine his surroundings according to an inward idea.

A CORRECTION.

Mr. H. C. Barnard, M.A., B.Litt., Head Master, Gillingham County School for Boys, writes: "My attention has been drawn to a statement on page 443 of the December, 1926, issue of THE EDUCATION OUTLOOK. It is to the effect that 'The first permanent secondary school opened in Kent since the war is the new County School for Girls, Gravesend.' I should like to point out that this is not true. The Gravesend School was opened last year, but the Gillingham County School was opened in September, 1923, and it, so far as I know, is the first permanent Kent Secondary School to be opened since the war."



*Leaves for Raw Material of Design.
Drawing from Nature traced in Indian Ink.*

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

(February, 1852.)

[From a review of a letter to the Right. Hon. Lord John Russell, on the "Necessity and the Mode of State Assistance in the Education of the People." By the Rev. Sanderson Robins, M.A. London: Ridgway.]

"Among the most temperate of those who have thought proper to start up as advocates for the Church, on a rumour being in circulation that the State was about to take into its own hands the education of the people, is the author of this pamphlet. So far as regards the subject of education, he appears to be well informed, and his suggestions are entitled to consideration. He writes forcibly—like one whose heart and mind are in his cause; but when, towards the conclusion, he argues for the right of the ministers of his Church to have the instruction of her children, as he has just been showing to what little benefit that right has hitherto been exercised, we are afraid that his arguments will not carry that weight with the reader which ought to be looked for as the natural result of his eloquence and sincerity."

The appointment of Mr. R. F. Paget as Secretary and Manager of the Home and Foreign Travel Bureau (N.U.T.), in succession to Mr. T. B. Ellery (retired), has given general satisfaction. Mr. Paget's very special linguistic qualifications and great experience in continental travel admirably fit him for the post.

THE NATIONAL UNION OF TEACHERS.

Holiday Season Activities.

The school holidays at Christmas-time enable members of the Executive of the Union to get through a considerable amount of work at Hamilton House, and to do necessary business in the morning and afternoon instead of at evening meetings. The Union's accounts for the year are made up to 31st December, and this year finds the Treasurer in a position to announce that the total funds of the N.U.T. amount to £676,000. This should give added confidence to the members and assure everyone that the Union is in a flourishing financial position.

The most important of the new year's meetings was the conference of Union members of local education committees. Nearly 200 of these teacher representatives attended the conference on 4th January. They discussed matters of immediate educational interest to teachers in the service of the authorities and were afforded an opportunity to learn the Executive's views. On two matters—economies in education and external individual examinations—there was a very useful interchange of opinions and information.

Staffing Economies.

The conference discussion on "Economies in Education" was opened by Mr. Lumby with a statement outlining the Executive's action centrally and locally in resisting them. Representatives from the localities followed giving valuable information on procedure in their areas. As was expected it appears the Board of Education is seeking to effect its greatest saving by a modification of staffing standards. The total salaries bill in a large number of areas is to be reduced either by the reorganization of departments, an increase in the average number of pupils per teacher, or by an alteration in the proportion of certificated and uncertificated teachers employed on the "establishment" of the area. It appears the Board is in some cases using its inspectors in conference with the local directors to suggest reductions in staffing and in others is writing and calling attention to the too generous staffing arrangements in the area as compared with those in areas similarly situated. The Board is evidently proceeding quietly and persistently to effect its purpose. The Executive appreciates the need for economy in the existing financial circumstances of the country. It is, however, watching staff reductions very closely, with intention to direct public attention to the matter wherever educational efficiency is threatened.

Examinations.

Mr. Mander, Vice-President, in stating the attitude of the Union on the proposed imposition of external individual examinations on the schools, left no doubt in the minds of the representatives as to what was expected of them when faced with the matter in their several districts. He told them that representatives of the Association of Education Committees had sought the co-operation of the Executive in framing a suitable scheme for carrying out their policy. The Executive had conferred with these representatives, had discovered their set purpose and had refused to co-operate. The Executive's advice to resist these efficiency tests was fully stated. Teachers were not asked to refuse to conduct an examination of the kind but they were

asked to refuse to co-operate with the authority in imposing them. A clear line of distinction was drawn between examinations conducted for the purpose of selecting children for scholarships and free places in secondary and central schools and examinations for the sole purpose of testing individual efficiency. The former were necessary under existing conditions. Efficiency testing examinations, however, were unnecessary and uneducational except when used by the teacher for his own information and guidance.

The School Leaving Age.

The Executive of the Union has lost no time in pronouncing its opinion on the attitude of Lord Eustace Percy to the recommendation of the Consultative Committee of the Board that the school leaving age be raised to fifteen years in 1932. The matter was discussed by the Executive at its meeting on 8th January and the following motion was carried unanimously: "That this Executive profoundly regrets that the President of the Board of Education has deemed it necessary to announce that he does not propose to give legislative effect to the recommendation of the Consultative Committee to raise the school leaving age to fifteen in 1932." The Union has for many years urged the need for raising the school leaving age. It is true of course that even to-day a local education authority, with the permission of the Board, may raise it by by-law in its own area, but permissive legislation for this purpose is useless. Only two of the 318 authorities have availed themselves of it and, in face of the President's recent announcement, it is doubtful whether the Board would sanction any general attempt by local authorities to use the powers conferred on them by the Education Act, 1921.

Politics in the Schools.

Lord Eustace Percy's speeches provide an abundance of work at Hamilton House. His recent address at the North of England Conference suggests political propaganda in the schools. Although he exonerates "nearly all teachers" from the "desire" to use their positions for political purposes he is less sure of certain local education authorities. With regard to the teachers it may be said with certainty there are few, if any, who would abuse their position by introducing party politics into their teaching. Any who did so would certainly incur the disapproval and censure of the National Union. The President's speech was before the Executive on 8th January and as points other than that referred to above are raised in it, the Executive decided to refer it to its Education Committee for consideration.

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Great satisfaction has been expressed by the International Federation of Teachers' (European) Committee at the decision of the Union to federate. The first meeting of the committee will be held in England towards the end of Easter week.

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Mr. J. H. Lumby will take up his post as Editor of the *Schoolmaster* early in February. His appointment creates a vacancy in the N.U.T. office of Secretary to the Education Committee. Mr. Lumby's fine record of work in that capacity makes the appointment of his successor a difficult task.

BLUE BOOK SUMMARY.

Technical and Further Education.

The Board of Education has re-issued as "Educational Pamphlet No. 49" the "Survey of Technical and Further Education in England and Wales," which formed Chapter I of the Annual Report for 1924-25. Nothing is included, of course, concerning agricultural education, nor university instruction in the applied sciences, but with these exceptions the range is extensive enough to give a "reasonably clear picture of what is being done to-day in polytechnics, technical colleges, schools, and institutes; schools of art; and evening schools. In order to indicate the factors that have had an influence in the development of this field of educational effort, and to throw some light on those which may control future development, the survey gives a succinct account of the events leading up to the present position of affairs. This divides itself into three periods—the first up to 1889, when the Technical Instruction Act created local authorities with rating powers; the second, 1889 to 1899, when a single central authority took the place of the Education and the Science and Art Departments with their separate powers; and the third covering the first quarter of this century.

About a third of the volume (pp. 19-44) is taken up with a section, "The General Conditions of the Present Day," and this contains matter well worthy of an attentive perusal. The great majority of the students in schools for further education are, at all ages, fully occupied in the day and attend voluntarily in the evening. And it seems that "on the whole, our part-time further education is what it is mainly because young persons who have finished their full-time education in a public elementary school have desired further intellectual or manual instruction, mainly along vocational or other specialized lines." The motives which lie behind attendance at evening schools are various; "some boys may have a definite ambition to proceed from stage to stage to the highest classes in the evening, technical, or commercial college; others with less zest for study may yet have a vague idea of improving their economic position; some are studious by disposition; others attend because parents have insisted or teachers have advised, or employers have encouraged. Though the instruction they are asking for is in the main vocational "it would be as erroneous to suppose that all these students have solely the motive of a personal advantage to be reaped at some more or less remote date, or to believe that they are moved solely by a zeal for learning. Though they may choose courses that are more narrowly utilitarian than their teachers would desire, they are willing to work hard."

There is a growing disposition among business firms to interest themselves in these institutions; a disposition much more noticeable since the war. No less than 4,400 firms in England and Wales support attendance at technical schools, and not less than 68,000 young persons come under arrangements for encouraging it. But there are wide opportunities for still further strengthening this connection between industry, using that term in its widest sense, and the multifarious schemes for further education; and future develop-

ments it would seem may quite reasonably depend as much, or more, on a recognition of this aspect as on any extension of the efforts of the Board of Education.

There has been criticism of the course-systems in vogue in most evening schools. Some are inclined to look upon them as needlessly hampering the choice of the students; others, while not objecting to the principle underlying the course system, think those in actual use have been too narrowly conceived. The Board of Education in this survey, while obviously inclined to adhere to the grouped course as being the most beneficial in the long run, admit that experiment is desirable with a view to getting the best educational value for the money. But it must be cautious experiment. "Wholesale changes of system might mean drastic reductions in the attendance, and in view of the considerable social value of the evening school habit such a consequence in a great industrial town would be regrettable." They give an example—a unique one, happily. In one such area in 1918-19, 1,786 of the 3,256 boys and 925 of the 3,448 girls who left the elementary school in the preceding year were attracted to the evening schools. Financial necessities required new arrangements (we are not told what these were) and the 1924-25 enrolments were, in consequence, reduced to 643 of the 4,472 boys and 750 of the 4,367 girls who left school in 1923-24.

The remaining portion of this section on the work of the schools deals with vocational and other specialized education. Interesting but brief accounts are given of what is being done in some two dozen branches of industry—engineering, textiles, pottery, paper-making, coal mining, leather manufacture, printing, and so on. To people living far from areas where such industries are the livelihood of the population it will, perhaps, be matter for surprise to learn how much is being done to provide education and instruction for the younger generation engaged in them. Some, indeed, are in this matter highly favoured—the young miners are, perhaps, as well off as any. They have a scheme of training that has reached a high degree of organization and even standardization, and in this development the Miners' Welfare Committee, with its fund created by the Mining Industry Act of 1920, has had no small share. It is interesting to learn that some of the boys who enrol for further education directly they leave school "look forward to study extending over six, seven, eight, or even nine years."

A concluding section, under the heading "Results and Prospects of Technical Education," praises the one, and is optimistic on the other. Certainly it is all to the good, for example, that some hundred thousand young men in the cotton industry, between 1893 and 1925, attended textile classes, often for three or four nights a week—good for them and good for business. That means grit and perseverance. But the hope of the future, the Board thinks, lies in getting into the institutions under survey better and better prepared students, through an increase in the number of young people who pass through the secondary schools, junior technical, and central schools before entering on employment in industry or commerce.

NEWS OF THE MONTH.

University College Centenary.

University College, London, celebrates its centenary next June, and the Appeal Committee aim at completing the Centenary Fund of £500,000 during the year. A new Great Hall (the former All Saints' Church), is among the projects, and will cost £30,000. There are 17 professional chairs inadequately endowed, and 17 more not endowed at all. To supply the need another £225,000 is required, and for the new Department of Scandinavian Studies a further £10,000. The City of London (at the time of writing this note) has been asked to make a gift of £10,000. This special appeal was signed by the Lord Mayor, Major Guy M. Kindersley, M.P. (Stock Exchange), Mr. J. S. Robinson (Lloyd's), and Mr. G. Eumerffopoulos (for the Baltic).

The Pronunciation of Latin. •

The Head Masters' Conference held at Brighton College in December discussed the pronunciation of Latin. Though Mr. E. C. Arnold, of Eastbourne, had his motion to abandon the reformed system defeated by 38 votes to 8, nobody will regret his boldness in bringing it forward. Eminent men, both within and without the ranks of the schoolmasters, have entered the field on the side of the reformers or the reactionaries, and are still giving their views in the correspondence columns of the Press. It was in 1905 that the Classical Association appointed its Pronunciation Committee, and its report was adopted on October 13th, 1906. The Board of Education gave its blessing and recommended its adoption in schools in Circular 555 of Feb. 14th, 1907.

Sir Arthur Acland's Bequest.

Among the bequests of the late Sir A. H. Dyke Acland, who left property valued at £23,749, was one of £10,000 for the creation of Labour Party Scholarships to enable selected persons to travel abroad "for the purpose of studying any development deemed by the trustees to be of interest and importance to the Co-operative or Labour Movement." The trustees are to be appointed by the Executive Committees of the Labour Party and the Central Co-operative Board in Manchester.

Lucky Schoolboys.

The party of boys from some thirty public and secondary schools who went out to Australia last August have returned. They spent ten days in each State, and saw all the sights and did all the things that schoolboys ought to see and do in such a Dominion. Best of all, perhaps, they lived in the homes of Australian families. They kept diaries, and one day the best of these may be published. The tour was organized by the School Empire Tour Committee, and led by the Rev. G. H. Woolley, V.C., M.C.

African Students in Germany.

Twenty-six women and 25 men (including the two "chaperones" from South African Universities and colleges) are visiting Europe as the result of an invitation from the German National Union of Students to the South African students to follow a comprehensive itinerary in Germany for one month. In three additional weeks they will visit whatever countries they please, and the Travel Commission of the International Federation of Students have placed the resources of all the National Students' Union at their disposal.

"The Discovery of the Child."

Mr. R. F. Cholmeley, Owen's School, Islington, devoted his presidential address at the thirty-fifth annual general meeting of the I.A.H.M. (this was the twenty-eighth time the meeting had been held in the Guildhall, London) to "The discovery of the golden heart of childhood" by a swarm of prospectors, of whom the cinema companies were the most callous. The address was a valuable contribution to a much debated and debateable subject—"The Cinema and the Child." But he seemed a little hard on "Hollywood" when he hinted at what was in store for their shareholders on the Day of Judgment. What about the owners of picture palaces?

Saving Money at Leicester.

Leicester Education Committee instead of building a new elementary school have decided to transfer 165 children of 11 to 12 years of age from Overton Road to Harrison Road School. The schools are about 1½ miles apart, and the scholars will be conveyed by motor-bus backwards and forwards at the Committee's expense. They hope to save £150 a year. The proposed new school on the Tailby Estate would cost about £3,700 a year.

Medals for Music.

The Associated Board of the Royal Academy and the Royal College of Music have made their awards of the gold and silver medals offered for the first two places in the honours divisions in the final, advanced, and intermediate grades of the local centre examinations held last November and December. The gold medal winners, final grade, are: Margaret Harris, Bristol, and Cyril Dearden, Sheffield (equal in pianoforte); advanced: Gwynne Edwards, Taunton (violin); intermediate: Kathleen Knowles, Blackburn (piano). Silver medal winners—final: Hilda Deacon, Tunbridge Wells (piano); advanced: Joyce Farrar, Plymouth (violin) and Alice E. M. Street, Sheffield (piano), equal; intermediate: Norah Richardson, Dublin (violin).

Some Appointments.

Mr. Donald Gray is to succeed Mr. Arthur Rowntree, who has resigned after twenty-six years, as Head Master of the Bootham School, York—a Society of Friends' School.

Miss Mildred Hooke, M.A., Senior Mathematical Mistress at King Edward's High School, Birmingham, has been appointed to succeed Miss Roberts, retiring at Easter, as Head Mistress of the Bradford Girls' Grammar School.

Mr. A. F. Collins, B.Sc. (formerly an elementary schoolboy of Bromley, Kent), is the new Organizing Inspector of Science Instruction in Elementary Schools. The post has been vacant for two years.

A Pioneer.

Sir John Keltie, whose name will always be associated with pioneer work in the improvement of geographical teaching in this country, died last month at the age of 86.

The Rev. C. J. Smith.

The Rev. Charles James Smith, the first Head Master of Latymer Upper School, Hammersmith, died on December 21st, at the age of 73. Till 1894, when he went to Hammersmith, he was Vice-Principal of St. Mark's College, Chelsea.

LITERARY SECTION.

BOOKS AND THE MAN.

A Momentous Report.

I am disposed to think that the latest report of the Consultative Committee, issued by the Stationery Office at 2/- net, and entitled "The Education of the Adolescent," will be regarded in future years as marking the beginning of a new era in our educational system. The book is packed with valuable matter and I have found a special interest in the first chapter, which gives an admirable sketch of the development of full-time post-primary education in this country during the past century. It is a piece of excellent research work, set forth in an interesting fashion. Another line of enquiry has resulted in an appendix, giving much needed notes of educational nomenclature, that source of bewilderment to the layman which has been known to reduce strong men to the verge of tears.

For these painstaking investigations we are indebted to Mr. R. F. Young, the zealous and able secretary, whose scholarly conscience has enabled him to compose a report which is coherent and full of interest, although it reflects the views of a score of minds, all looking at a problem from different angles. Briefly stated, this problem was to discover the best form of educational training for early youth. Of late, we have come to see that elementary schools are not so called for any valid educational reason, since elementary education—better called primary—is a process which normally ends at or about the age of eleven. But children remain in public elementary schools beyond the age of fourteen, and it is doubtful whether all who have passed the primary stage are receiving a training appropriate to their needs. No general charge of "marking time" is valid, but there can be little doubt that the conditions in many of our elementary schools make it difficult or impossible to provide post-primary education of the right kind.

The report urges that such education should be provided, and, where possible, in central institutions, to be called "Modern Schools." Parallel with these and ranging beyond them in curriculum will be the secondary schools which offer a training of the usual type, and it is suggested that such schools should in future be called "Grammar Schools." The scheme goes far beyond mere administrative changes, however. It is in harmony with the tendency and needs of our time and it should be adopted without delay, even if it is at present impossible to raise the school leaving age. This is a corollary, but not a condition precedent, to the remodelling of the curriculum in the final stages of compulsory schooling. A remodelling on the lines suggested by the Committee, with due emphasis upon practical work and close regard to the surroundings of the pupils, will speedily lead an increasing number of parents to keep their children at school for the full course. Compulsion for the rest will thus become practical as a political measure.

SELIM MILES.

REVIEWS.

Education.

A 'VARSITY CAREER: by B. Dennis Jones. (Heffer and Sons. 3s. 6d. net.)

This small book of under a hundred pages is intended for the use of parents unfamiliar with university life, and contains information and advice on all the more important aspects of the undergraduate's life—educational, social, financial. It has been the author's chief concern to make clear the position of a university in relation to contemporary life in general, and the value of a university training as a help to a career. The book is marred by facile generalizations and superficialities, but is valuable in so far as it deals with facts which are not so readily or cheaply available in standard books of reference. H.C.

EXPERIMENTAL SCIENCE FOR SCHOOLS: Parts IV and V: by D. B. Duncanson, B.Sc. (Harrap and Co., Ltd., 1926. Pages 259 to 596. 4s.)

This volume contains the fourth and fifth years' course, and concludes Mr. Duncanson's book. Part IV deals with one or two miscellaneous problems, but is largely devoted to magnetism and electricity. It includes, however, an amusing and instructive playlet about the story of Archimedes and King Hiero's crown, which is suitable for acting in school. The last part of the book is on "Light and Sound," and forms a well-written introduction to these two subjects. The standard reached is approximately that of the various matriculation examinations. R.S.M.

THE RISE AND PROGRESS OF THE DALTON PLAN: by A. J. Lynch, with a Preface by Dr. C. W. Kimmins. (George Philip and Son. 4s. net. 1926.)

A second book by this indefatigable Daltonizer, as he calls himself. Mr. Lynch knows how to write; his co-workers of the Dalton Association deserve all encouragement in their zeal in breaking up the stubborn ground of old prejudices and conceits. The special value of this book is the detail with which Mr. Lynch describes his own school.

A word of warning must be uttered: The sooner the words Dalton, Daltonizer, and the rest are banished the better! Already the shibboleth is beginning to assume the rigidities of a sect. Mr. Lynch himself issues a series of assignments which busy teachers will be inclined to adopt wholesale and imagine that thereby they have become exponents of the Parkhurst gospel. To adopt the idea of individual work in contrast to the collective attention of a class group is not so easy as it sounds; it involves a serious study of psychology as well as of classroom desires. When a teacher has grasped the principles (far older than Miss Parkhurst!) he will apply them with his own variety of method; he will be grateful enough to Mr. Lynch and Miss Parkhurst for throwing new light on his track, but he will be cautious of the whole-hogger who would confine the whole business of school-keeping to one sect.

THE EDUCATIONAL THEORY OF J. G. FICHTE: by G. H. Turnbull. (University Press of Liverpool; Hodder and Stoughton, London, 1926. 12s. 6d. net.)

Professor Turnbull here continues the work he began in 1922 by translating (with R. F. Jones) the famous "Addresses to the German Nation." In helping English teachers to a closer acquaintance with Fichte, Professor Turnbull is performing a capital service, especially at this moment, for during February most teachers all over Europe will be commemorating Pestalozzi; and it was through Fichte's eloquence that the humble-minded Swiss teacher was exalted to be a guide in the reform of the German *Volksschule*. But Fichte's range of interest extended far beyond the primary school: he was first and last a moral and political reformer in education, stirred to activity by the desperate condition of his countrymen after the conquest of Germany by Napoleon. He elaborated his theory of the relation of the State to education as a result of the practical needs of his time, and no one can to-day afford to neglect his exposition, for the century and more which lies between has shown how great are the issues involved in these relations. When for a second time in 1918 the might of Germany succumbed to alien enemies the cry was everywhere raised: "Rück-Kehr zu Pestalozzi und Fichte!" If we desire at the present day to understand the sentiments which are moving German teachers and German parents we should begin the story at 1806 rather than 1918.

Professor Turnbull supplements his own sketch with a number of translations. The last of these, on "The Theory of the State," is useful because it helps to elucidate Fichte's views on the State and education. I doubt, however, whether the elaborate "Writings on University Education" which occupy nearly a hundred pages, are worth while: they exercised little influence in Germany, and are really not more important than many of the documents drawn up at Oxford in the days when Newman and Pattison sought to reform that University. The "Diary of the Most Noticeable Mistakes in Education" throws light on an interesting episode in Fichte's career; and shows that, like Herbart, he was anxious to help the parents who entrusted their children to his tutorship; but the "Diary" contrasts sharply with Herbart's celebrated "Letters to Herr von Steiger"; it seems clear that Fichte was far more at home in dealing with students and adults than with young children.

The first half of this book is, therefore, the portion which will be most read; it is well put together, and gives the reader a clear and vivid picture of one of Germany's great educators. J.J.F.

English.

PATTERN POETRY: Parts I and II: arranged by Richard Wilson, D.Litt. (Nelson. 1s. 6d. each part.)

It is unfortunate that the excellent choice of examples—"garlands of verses"—and the well-arranged sequence of poems should be so completely coloured by the intrusion of the compiler's challengeable assertions, that are bound to mislead the children of junior and upper forms for whom the two books are designed. It makes it no better that at the beginning of this work, intended as aids to the appreciation and imitation of poets and their writing, that Mr. Wilson should apologize for his pedagogic frolics by calling them "more or less playful commentaries."

He suggests that these books should be put in the hands of the children. Now, in such an enthralling subject as the study of word sounds and the music of phrases, the young mind, if sensible at all to the beauty of the subject, will accept even what is tentatively held forth as if it were a *sine qua non* of poetic expression and technique. The very first page has a striking example of the danger to which Mr. Wilson's methods are open. In the commentary which follows after each poem he asserts, when helping some child to scribble out lines by suggesting rhymes, that "fay" makes a good rhyme with "may," "which is a better word than hawthorn." If Mr. Wilson means that "may" rhymes with "fay" better than hawthorn we are inclined to agree with him. Otherwise, who is to say that one word is better than another?

The arrangement of the book is good, following a definite pattern; leading one through the realm of simple songs and lays to the more difficult poems in the second part, where the commentary becomes more concise and technical. But slight as these are, they are permeated with personal opinions and prejudices interesting enough to an advanced student, but offered in a manner likely to convince younger readers without the exercise of their own critical faculties with nicety. For instance, about Browning's poem "The Year's at the Spring," he says: "Make a sketch to go with any one line except, perhaps, the seventh and eighth." These are—

... God's in his Heaven,
All's right with the World."

If one recalls the charming and reverent familiarity with which the Viennese children in the exhibition that came to England some years ago portrayed God in his heaven, English children need surely not be expected to make a sacrilegious *letise*! Another assertion is: "Do not pay too much attention to the title given to a poem (if any)." Why do poets give titles to their poems if they do not want them to be read, to be understood in *their place*, which is at the top of the poem neatly printed in different type. There are only so many words for the title as are eventually in it, and those the right ones, and are poets to go grey-headed in searching for them just to be brushed aside like a Shaw preface in the hands of a shilling shucker enthusiast? Further, Mr. Wilson provokes the controversy of how much one should let one's knowledge of an artist colour one's judgment of his art, in frequently bidding the student of these selected poems describe the personality and supposed appearance of the poets even to the colour of their eyes. Another doubt that this work brings to the mind is how successful a stimulant toward real art is imitative art. Is this process

merely going to lead to the creation of innumerable poetasters as the plaster-drawing art school has turned out "amateur painters?"

The unconscious assimilation of poet craft by reading will be enough to help the real poet to his goal, and promiscuous poetasters should be put down by law, rather than that every schoolgirl should be encouraged to maunder about flowers and Jesus, and every boy about fighting and first-loves.

Briefly, the selection of verse is good, the progressive arrangement convincing, but the setting of capricious erudition makes the books of doubtful value if placed without comment before children. G.T.

French.

NOUVEAUX PAS EN FRANCAIS. An Elementary French Course: by M. L. Chapuzet and W. M. Daniels. (G. G. Harrap and Co. 2s. 6d.)

A whole-hearted direct method book set out in detail with causerie, exercises, grammaire, step by step. For the sake of the weaker brethren a summary of French grammar is given in English in an appendix, and also a French-English vocabulary; that the phonetic script is also relegated to an appendix—a suggestive sign of the times as regards that movement. Apart from technique details, of which the authors, teachers of long experience, are masters, the test of value in books of this description is the actual story content. In this respect we are also satisfied. Familiar domestic scenes of modern French life are presented with excellent taste and pleasing variety. The authors have also been fortunate in securing a French artist of high repute to draw the pictures; altogether a capital sample of expert elementary teaching on the latest model.

Philosophy.

Lord Haldane on Reality.

THE PATHWAY TO REALITY: by Viscount Haldane. In one Volume. (Murray. 16s.)

One remembers that Haldane's "Reality" was a pre-war book; that the writer was one of our most brilliant Hegelians; that he did not claim Germany as his "spiritual home"; that those who could scarce lay claim to any spirituality whatever acted according to their kind during the war-warped years; that the philosopher acted (unlike the other one in "Russelas") as a philosopher should do, when life makes demands on his philosophy and his courage—one remembers these things, and breathes to himself, as he opens this volume: "Hegel, Einstein; Reality, Relativity." Moreover, he remembers that Lord Haldane has had talks with Einstein, and has published a volume on "Relativity." Did one of these two ask the other: "And whaur's your Wully Shakespeare—that's Hegel, ye ken—the noo?" He—they—did not; but many enquirers have asked similar questions.

The answer of the book is shockingly and immediately frank. This is the "Pathway" of the early 1900's still. "I have not parted from the standpoint and conclusions of the earlier book," says the preface; and it ends with an allusion to Emily Bronte's "Last Lines." Lord Haldane does not quote them, and few modern anthologies include them. . . .

"I hoped that with the brave and strong
My portioned task might lie;
To toil amid the busy throng
With purpose pure and high.
"If Thou should'st bring me back to life,
More humbled I should be;
More wise, more strengthened for the strife,
More apt to lean on Thee."

The search for truth; humility; the conception of service; to which we may add, as does Lord Haldane in the last page of his book, Spinoza's saying: "All noble things are as difficult as they are rare."

One cannot, of course, analyse or summarize these six hundred pages in a few paragraphs. Philosophy, it is said, is not for common man. True; and yet also philosophy is for all men. It is the last questioning, coming to most men in every age—the meaning of life, of truth; the eternal puzzle—what is it all for, what does it mean, where does it lead: this life, my life, all life? Neither this book nor any other gives the answers that close the questioning. We are all inclined to think that if the answer be eternal, so is the question. But whoever at times so communes with himself will find these pages hold him, R.J.

TEACHERS REGISTRATION COUNCIL

In accordance with Article 6, Section II(a) of the Teachers Registration Council Order 1926, issued by His Majesty's Privy Council on December 14 last, notice is hereby given that Registered Teachers may submit *not later than the 1st day of March, 1927*, the names of candidates for election to the Council for the quinquennial period beginning on July 1, 1927.

Nomination forms and full particulars may be obtained on application to

THE SECRETARY,
TEACHERS REGISTRATION COUNCIL,
47, BEDFORD SQUARE, LONDON, W.C.1.

IMPORTANT.

None save Registered Teachers may vote in the election above-mentioned, and all qualified teachers not already Registered should write immediately for the Form of Application.

All who are admitted to the Register before February 28, 1927, will be entitled to vote at the election.

Geography.

PRINCIPLES OF HUMAN GEOGRAPHY: by P. Vidal de la Blache, translated by M. T. Bingham. (Constable. 18s.)

To geographical students Vidal de la Blache is the name of a philosopher and a prophet. That of his editor, Emmanuel de Martonne, who has arranged this book out of materials left by the author, is equally suggestive of original thought combined with great scholarship. To these two men modern geographical studies owe their rise to a position of philosophical dignity. The book before us is divided into three sections: (1) The Distribution of Population; (2) Elements of Civilization; and (3) Transportation and Circulation. It is in a sense a compilation and re-arrangement of notes and manuscripts left incomplete by the author when he died suddenly in 1918. But the editing has been so skilfully accomplished that nothing has been lost of the author's vitality or his richness of thought.

Here we have a wealth of facts, examined and classified and explained in a way that emphasizes the historical point of view from prehistoric to modern times. The treatment is distinguished by a unique breadth of grasp and a vivid style that enchains the reader's attention throughout. It is just the kind of study that is needed to give to many who are teaching geography along modern lines the right kind of atmosphere in which to approach and expound the subject.

E. Y.

Chemistry.

CHEMISTRY FOR AGRICULTURAL STUDENTS: by R. A. Adie, M.A., B.Sc. (London: W. B. Clive, University Tutorial Press, Ltd., 1926. Pp. viii+357. Price 5s. 6d.)

The author's experience in teaching agricultural chemistry should be a sufficient guarantee that the methods adopted in this book are satisfactory, and that the ground covered is adequate for the ordinary agricultural student. The treatment seems to be based largely on that given in other books on chemistry and physics issued by the University Tutorial Press, but the ordinary materials with which the agricultural student has to deal—e.g., soil, vegetation, etc.—are used, wherever possible, to form the basis of experiments. The student should gain a good knowledge of elementary chemistry and the necessary physics from the use of this book.

It is difficult to understand why the incorrect formula $K_2Mn_2O_8$ is still so often used for potassium permanganate. Is it because of the mistaken idea that the student can use $K_2Mn_2O_8$ in an equation better than $2KMnO_4$?

T.S.P.

Drama.

A SHORT VIEW OF THE ENGLISH STAGE, 1900-1926: by James Agate. (Herbert Jenkins. 2s. 6d.)

In this very readable little volume Mr. Agate has given a lively and interesting account of the affairs of the theatre during the first quarter of the present century. He makes a very proper distinction between the commercial theatre and those other agencies which are concerned with plays rather than with profits. The commercial theatre, as everybody knows, is in the hands of the "big business" gentlemen, and Mr. Agate discloses something, though by no means all, of the greed which dominates theatrical business and is doing its best to degrade the stage.

Between a playwright and production stand, not one, but a whole company of touts (they are little better), whose palms must be well oiled: first, to get a backer; then to get a theatre; and then to give the show a good send-off. Under these conditions it is small wonder that the theatre in the West End has sunk so low. Mr. Agate has some scathing things to say about the commercial theatre, and we greatly enjoyed his vigorous attacks.

But while this side of the picture is gloomy enough, the other side, in which Mr. Agate sketches the doings of the hundred and one other agencies which have sprung up all over the country, and which are preaching the gospel of good drama, is full of hope for the future. And because of the widespread interest in the drama, which these agencies are arousing, Mr. Agate's little book will, we are sure, be widely read and as widely enjoyed.

A Cinema Book.

LET'S GO TO THE PICTURES: by Iris Barry. (Chatto and Windus. 7s. 6d.)

During this autumn and winter at least two remarkably beautiful films have been shown at large London cinemas. One of them was a fairy story: "Cinderella." Strange to see such delicacy expressed in a medium that, no longer than a year ago, was generally considered to be fit for only the crudest and most

popular themes. The other showed what an inspired producer and actor, between them, can make of poor material; how they can turn bad into good, and the unreal, tawdry, melodramatic, to real, grave, dramatic, and how really intelligent acting, with the peculiar advantages of film technique, in conveying effects of height, space, light and darkness, as well as in an accumulation of significantly chosen details, can join in a re-evocation of commonplace passions, so vivid, succinct, as to be hardly bearable: Emil Jannings in "Vaudeville." Both of these films came from Germany.

As a form of entertainment, if not of art, people who understand most by that word are glad to leave it alone—it would be a more than donnish insensitiveness that could afford to neglect the cinema. Like the circus, much extolled by modern French writers, it is to be used to fertilize and stimulate. Often the ugliest and most trivial films will provide one memorable picture, as, for instance, I remember in a sufficiently uninteresting film, starring Richard Dix, the skeleton of a tall, steel building, with the Hudson and its shipping beyond, certain clumsy figures crouching on, or in slow movement along its topmost girders.

Strictly educational, in this aspect, the cinema is never likely to be. Historically inaccurate, the general information it supplies is so assorted and distorted as to contribute little or nothing to the nourishment of tender intellects. Yet it does "educate" from day to day, and, while most films produce, in the impressionable part of their audience, a muddy emotional disturbance, a course of visits to the best work from Germany and America would have an exactly opposite result, dispersing and dissolving instead of disturbing the sediment of unfulfilled wishes.

And here Miss Barry comes forward as a champion of the pictures, a first attempt, I believe, in England, to cover the whole ground. She performs what she sets out to do with such energy, thoroughness, and, occasionally, valuable insight that it is, perhaps, ungrateful to quarrel with the rather depressing colloquialism and, in the first sentence of the introduction, black obscurity that spoils her prose. Still, she has written an admirable primer, for all whom an extreme of seriousness or levity, or a combination of both, may incline to interest themselves in her subject.

General.

MY DOG SIMBA: by Cherry Kearton. (Arrowsmith. 5s. net.)

The reader's impression on putting down this book is that it must be a very lucky dog that finds a master like Mr. Cherry Kearton, and an equally lucky master that finds a dog like Simba. The adventures of this fox terrier of the London streets in the jungles of Africa, how she encountered every sort of wild beast, routed a rhinoceros, and was routed by bees, and, finally, earned the title of "Simba," by her share in capturing a lion, are described with scarcely a false note, and with a restraint and humour that make this book one of the best of its kind that we remember.

H.C.

THE CAMERA BOOK: edited by Mervyn Thompson. (Messrs. Philip Allan and Co., Ltd. 3s. 6d. net.)

Largely owing to the activity and enterprise of the Eastman Kodak Company photography has become a deservedly popular hobby. Too often, however, the amateur rests content with snap-shot work, his photographs are fairly satisfactory but seldom can they be said to have artistic merit. In many cases the results could be improved by the help of a little knowledge and advice. This book aims at giving instructions in all branches of picture-making. The book may be likened to a good teacher—it assumes that its readers know nothing. Useful chapters are devoted to the practical as well as the theoretical aspects of photography, and other aspects of the hobby are not neglected. The history of photography, photography as a hobby, and the uses of photography, form interesting material for the three concluding chapters.

The book is well printed and well bound; difficult points in the text are illustrated by reproductions from photographs.

It is suggested in the preface that "instruction in the principles of photography . . . should be considered as an aid to other subjects of instruction." It is generally recognized that interest is a great factor in education. The sciences as taught in schools often tend to approach the rigid formalism which should be avoided and we feel that if such a subject as chemistry is to be of much value to those of our pupils not destined to become professional chemists it should be studied largely from the industrial aspect, and few would deny that photography forms an important branch of industrial chemistry.

J.R.

NEWS FROM THE PUBLISHERS.

An illustrated volume of "Essays on Old London," by Sidney Perks, will shortly be issued by the Cambridge Press. The essays deal with the restoration and recent discoveries at the Guildhall, London; London town-planning schemes in 1666; and the scheme for a Thames embankment after the Great Fire.

Another volume to be published by the same Press is "Ceremonies of the University of Cambridge," by Dr. H. P. Stokes. This small book, which will be well illustrated, contains sections on the chief offices of the University, both existing and obsolete, the traditional ceremonies, university costumes, and the university college chests.

Among the factors which have contributed to world civilization, scientific irrigation is now recognized as holding a foremost place, but hitherto there has been no complete account of it. This has been provided in "The Thirsty Earth," by Miss E. H. Carrier, M.A., M.Sc., which will be published by Christophers this month. The author is the Senior Lecturer in Geography at Avery Hill Training College.

Messrs. Constable's first announcements for the Spring will include the following: "The Inquisition: from its Establishment to the Great Schism," by A. L. Maycock, M.A., with an Introduction by Father Ronald Knox. This book is a careful study of a particular problem of mediæval heresy and of the means taken to combat it. "Trollope: A Commentary," by Michael Sadleir. "The Heart of Emerson's Journals": A Selection from the complete journals of R. W. Emerson, made by Bliss Perry. "Under Three Emperors," by Count Reischach. Authorized translation from the German by Prince Blucher. "Emily Davies and Girton College," by Barbara Stephen. This book is a history of Miss Davies, Madame Bodichon, and the other founders of Girton. "The Johannine Writings: A Study of the Apocalypse and the Fourth Gospel," by J. Estlin Carpenter, D.D. This book originated in two courses of lectures, on the Apocalypse (1920) and the Fourth Gospel (1923) delivered at Summer Schools of Theology in Oxford.

The University of London Press announce that they have just published the following books: "A Junior Reader in Economic Geography," by V. S. Spary, B.Sc. The aim of this book is to show junior pupils the relation between physical conditions and the production of those goods which satisfy man's elemental needs. "An Introduction to the Study of Map Projections," by J. A. Steer, M.A., with a Foreword by F. Debenham, M.A. "One Touch of Nature," a literary nature study reader for boys and girls, arranged by F. W. Tickner, D.Litt. "Manuel of Modern Cookery," by Jessie Lindsay, Head of the Household Arts Department, King's College for Women, and V. H. Mottram, Professor of Physiology, University of London.

Mr. E. V. Lucas is now going abroad to convalesce after his recent operation. When he was taken ill he was compiling a new Anthology from Modern Poets, and this Messrs. Methuen hope to publish in the autumn under the title "The Joy of Life." Mr. Lucas is also compiling, from his own works, another Anthology which will be confined to essays and poems on dogs. The volume will be entitled "The More I See of Man."

An important book for teachers and parents, just published by the same firm, is Dr. Jane Reaney's "The Place of Play in Education." It is based on the author's practical experiences and research, and deals with the fundamental importance of play in the child's development and as a basis for all education.

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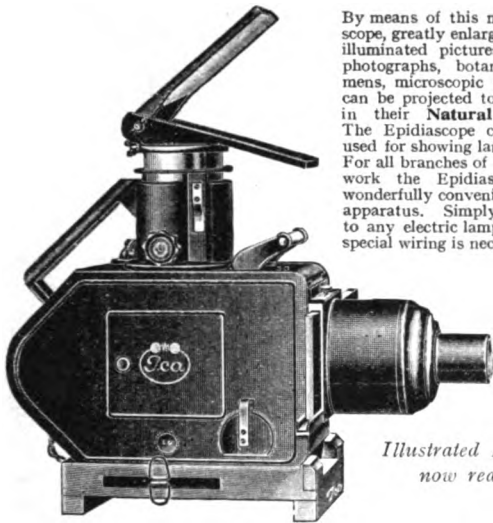
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1926.

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NOTICE TO WRITERS.

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 (530 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

MARCH, 1927

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.

Another Circular.

Were it exercised in a better cause the tenacity displayed by the Board of Education in their efforts to pare down expenditure would evoke universal admiration. Circular 1371, with its proposal to institute fixed grants, was abandoned in face of the protests of Local Education Authorities. During the past year consultations have been taking place, with the result that Circular 1388 is now issued to inform us that although percentage grants will be maintained for the present, they will be governed by limiting standards in respect of certain forms of educational expenditure. In particular, administrative charges are subject to a maximum, and it is proposed that the development of schools for mentally and physically afflicted children shall yield in urgency to the extension of the general school medical service. This last is wise, for although the plight of the afflicted ones demands our sympathy and help, it is even more important from the national point of view that the bodily welfare of the normal child shall not be suffered to deteriorate from any cause which we can remedy by early treatment. It would be interesting to know the train of thought which leads to the assurance that percentage grants will be maintained, although these are to be percentages of a fixed grant. The difference between a percentage grant of this kind and a simple fixed grant is hard to discover.

The Salaries Bill.

Circular 1388 reminds us that no reduction of the teacher's salary is contemplated during the period of operation of the Burnham agreement. So far as it goes this assurance is true and it may possibly bring satisfaction to ignorant members of the public. To those behind the scenes, however, it is a piece of camouflage, perhaps unintentional, which may hide the fact that the Board have recently been exercising severe censorship over the staffing of schools in progressive areas. The relation between the number of children in attendance at the schools and the number of teachers has been carefully examined, and where any apparent excess of strict requirements has been found, the authority has been told to postpone the appointment of new teachers. The first result has been that a number of young people who left the training colleges last July were still out of employment at Christmas. Such economy is difficult to justify when we remember that each of these newly trained teachers represent an investment of a considerable sum of public money expended in grants for maintenance and education. Even worse from the administrative point of view is the fact that the plight of these young people is well known to their friends, and it serves as a powerful deterrent to recruits.

Patriotism in School.

The President of the Board made an excellent reply to a deputation which recently asked him to arrange for the systematic teaching of patriotism in State schools. He rightly pointed out that any attempt to enforce such teaching would be contrary to the general policy of the Board and that the matter was best left to individual teachers. It is difficult to know what these enthusiastic patriots really want. If they will recall what happened in 1914, they can hardly ask us to believe that the youths who joined the Kitchener army were lacking in patriotism. It is difficult to conceive that a finer response would have been made if patriotism had been the main subject in their school curriculum. It is time that teachers as a body should enter a formal protest against the frequent attempts that are made to turn the schools into manufacturing factories of opinion or adjuncts to "movements." Some of the people who are most active in seeking this are among the first to charge the teachers with attempting to inculcate political doctrines of which the critics happen to disapprove. Teachers who know their business and have a true conception of their responsibilities will not consent to any suppression of the power of individual judgment. Education without intellectual freedom is a futile business.

Teachers and Politics.

There is apparently a widespread belief, unsupported by any evidence of weight, that some teachers are using their position to inculcate the principles of the more extreme political parties. No comment is excited where a village schoolmaster conforms with the views of the hall and the rectory and devotes himself to the political activities which are favoured there, but trouble arises if he should happen to assert another point of view. It is then at once assumed that he is a dangerous revolutionary and unfit to have charge of children. It is unfortunate that an organization known as the Teachers' Labour League has been established, since this gives some force to hostile criticism. It would be equally unfortunate if we had a Teachers' Conservative League or a Teachers' Liberal League, since teachers as such have no concern with politics. On the other hand, they are clearly entitled to exercise independent judgment as citizens outside the school walls. On January 7th *The Times* asserted the surprising doctrine that teachers have no right to carry on such political activities as they please even out of school. It was asserted that "all citizens, whatever their calling, owe a legal duty of loyalty to the Government and Constitution as by law established." Taken literally this statement would carry us very far, putting an end to all criticism of Governments save during the period immediately before an election.

The Pestalozzi Celebrations.

On February 17th the memory of Pestalozzi was duly honoured in London and in several provincial centres. Sir Michael Sadler delivered an admirable oration at King's College, London, with Lord Eustace Percy as Chairman; and at the College of Preceptors there was an interesting display of pictures and books, the Duchess of Atholl being present, and Mr. John Russell reading extracts from Pestalozzi's writings. It now remains to concentrate on the fulfilment of Pestalozzi's leading ideas, namely, that all true education must march with actual experience, that schooling is not a privilege but a right, and that every young citizen should have the fullest possible opportunity of intellectual and spiritual development. Even yet there are many who think of education as a boon to be doled out sparingly to the few who, according to some artificial standard, are held to be "capable of profiting." Our true aim is rather to discover for each individual the form of instruction and discipline from which he will profit most. It is true that there are many in every type of school who at present do not gain the full measure of advantage from the kind of experience which the school has to offer, and we are prone to label such pupils as unsatisfactory, whereas justice would demand that we should examine our prescription afresh with the aim of discovering whether the fault lies with the pupil or with ourselves.

Examination Vagaries.

We are indebted to "The A.M.A." for a surprising revelation of the diversity of standard in a certain first school examination. The figures show that 73 per cent. of the candidates gained credit in English, 55 per cent. in French, and 31 in geography. Over the period from December, 1922, to July, 1926, the percentage of credits in English varies from 57 to 73; in botany from 13 to 31; in geography from 31 to 41; in drawing from 22 to 47; in general science from 31 to 45; and in physics and chemistry from 39 to 54. The average percentage of credits for the six examinations varies from 63.6 in English to 16.7 in botany. These disparities in the proportion of credits demand attention, the more so because the first school examination is assuming something of the importance of a rehearsal of the Day of Judgment. Failure may mean that the candidate cannot obtain a post in a business house. Failure to obtain certain credits may involve the loss of a university course or close the door to certain professions. If we are to have this universal test we must carefully safeguard the conditions and develop the technique of examining so as to avoid all undeserved hardships for these fifth-form candidates. The avowed purpose of the first school examination is to furnish a test which can be taken at the proper time without special preparation by all pupils of average ability.

The Teachers Council.

The election of the Teachers Council under the new constitution is now proceeding. Nominations were received up to the end of February, and on or before March 15th every elector will receive a voting card with instructions. Electors may vote only in the category of teaching work to which they belong or last belonged before retiring from teaching and not more than one vote may be given to any candidate. The election has aroused fresh interest in the work of the Council, and there has been a considerable increase in the number of applications for admission to the register. It was arranged that all who applied before the end of February and were found to be qualified should be entitled to vote. In some categories there will be several candidates for each vacant seat, but as was to be expected the various associations of teachers have made nominations and have asked their members to support these by their votes. It may be possible at some time in the future to have a direct election with the object of securing a Council made up of members chosen freely by the whole body irrespective of the type of teaching work in which they happened to be engaged. But the time for that has not yet come, for the unification of the teaching profession is by no means complete. The new constitution is merely a step along the path to unity.

Status.

In opening a Conference of Nurses at Caxton Hall, Mr. Ramsay MacDonald declared himself to be a great believer in status. He said: "I would work for 6d. an hour if I felt that my status were better rather than for 2s. 6d. an hour in exactly the same job if I felt myself a mere hewer of wood and drawer of water." Coming from one who was head of the Labour Government, these words are remarkable and reassuring. They contain something of the inner justification of the existence of the Teachers Council with its official register. At present the term "teacher" means little or nothing, since it is applied without discrimination to the most highly qualified and to the totally unqualified. Properly it should be reserved for those whose credentials have been tested and approved by the representative Council of the profession, and none save registered teachers should be allowed to hold posts of responsibility in the teaching service or to conduct schools in which they direct the work of other teachers. Without seeking to turn teaching into a close profession, we might reasonably urge that children and their parents are entitled to be protected from the attentions of charlatans, and efficient private schools would gain greatly by the suppression of certain undesirable and unworthy forms of competition. Registration is the first step to professional status and every qualified teacher should become registered as a matter of obligation.

THOUGHTS ON FREEDOM.

[With the kind permission of Mr. R. F. Cholmeley, Head Master of Owen's School, we print the valuable and stimulating presidential address which he delivered before the Annual Conference of the Incorporated Association of Head Masters in January.]

I wish someone would write a Grammar of Education. There ought really to be three different grammars:—one of the good old sort, full of rules to be observed at our peril: it would be written by a professor of education, but Heaven forbid that I should say which professor; the second very tendencious, like Cobbett's English Grammar, which you will remember was composed to show his nephew how a proper command of English would enable him to down the oppressor: that might be written by the Editors of *Plebs* and of the *Morning Post* in alternate chapters, and illustrated by the creator of Japhet in the *Daily News*; the third will be different, it will contain but two rules, or perhaps three: the first, what the old hermit of Prague, that never saw pen and ink, very wittily said to a niece of King Gorboduc, That that is, is; the second, Everything is what it is and not another thing; and the third, if we must have a third, might be Use no creature solely as a means. For the rest, this grammar will be concerned wholly with the idiom of education, because idioms, the things that grow and establish themselves out of the needs of ordinary people, in spite of the rules and with no conscious aim or policy in view, these are the life and soul of the business. The frontispiece of the first grammar would be a representation of the Laocoon group—parent and children in the inextricable toils; the second would have two frontispieces, a page of unrelieved black and another of unmitigated white, to suit either extreme of policy; and for the third I would have the portrait of a schoolmaster, Mr. T. W. Dunn, once of Bath, who, at a meeting of the Head Masters' Conference some twenty years ago, gave an example of courage and another of humility which deserve to be remembered. The first was when he stood up and with unmistakable sincerity denounced what were then called school volunteer corps for all the reasons which his colleagues had just given for approving of them; the second was when, in the less controversial atmosphere of dinner, he told me that the most he felt he could claim credit for as a schoolmaster was that he had succeeded in not spoiling a few boys' development.

This may be called a preliminary digression. I had thought of addressing you on "Some Friends and Enemies of Education," but I remembered in time that "he that backbiteth his brother backbiteth the law," and thought better of it. No doubt head masters, like other people, have the enemies, some even the friends, that they deserve, and some have more than either they desire or deserve, and with just so much indication of the line that might have been taken, it is best to leave it at that. On the other hand, it may be worth while to put a few questions as to how things are with education at the present moment, and what are some of the influences that tend to make our job easier or more difficult. That job has been defined in many ways. For the moment let us call it the cultivation and protection of youth—we are essentially of the race of gardeners—and I want to ask one question about the present state of the teaching profession. It is this:—Are we freer than we were? Which involves the further question, What is happening

to our freedom? and a good many others that can only be hinted at. Please observe that when I say freer I do not mean better governed, unless anybody chooses to maintain that better governed means less governed and that the best government is no government at all—a rather favourite doctrine with some of our newest educational reformers. What I mean is, do we find it easier to think what we like, say what we think, and do as we say, and that not only in matters concerning our profession, but as ordinary human persons? I submit that on the whole we do, and that there are reasons for it. To be sure, no one is quite free unless he is free to make a fool of himself as and when he pleases: even in this direction there are signs of progress, or so those who read the evening papers assure me. Anyhow, if I may slightly adapt the title of a recent work, the question, "Why we are allowed to behave as human beings," admits of several answers. The first and most obvious is the war. I need not dwell upon that further than to say that the discovery that schoolmasters and professors and all sorts of other people who were known to be far too well educated to be of any practical use could actually command soldiers in the field, not without credit, did a good deal to make the rest of us—who probably could have done nothing of the kind—think better of ourselves, and this is a great step in the direction of freedom, since freedom has no deadlier enemy than an inferiority complex. Whether this is much of an answer or not depends upon the further question how long this or any other lesson supposed to be learnt from the war is likely to last, which is the kind of question I wish to avoid. Still, apart from that, I do contend that the uses to which the teaching profession, along with other learned professions, was put in the war made for the emancipation of all of us, and that those of us who could only watch and admire what others were doing have reason to be profoundly grateful for it. The second liberating influence came from the setting up of the Burnham Committees. I am not thinking mainly of the financial improvement effected by the work of those committees and by Lord Burnham's arbitration, important as it is, since the freedom that comes of having pounds in your pocket when you want them—and still more when you don't—is not to be despised, and, in spite of some lamentable exceptions, the teaching profession as a whole has something to be pleased with in that particular. What we got, that was of more permanent value than improved salaries, out of those years of negotiation was a new temper. We learnt—and we all learnt it, not only those who sat on panels and saw the fun of the fair—to face every sort of criticism and to see what there was in it, from the criticism of those who thought the best way to attack education was to say that the teachers were no good to those who thought the best way to attack the teachers was to say that education was no good. If that had been all, it would no doubt have had a value for us; but what had a really liberating value was the necessity for facing honest criticism, for discovering where we stood in the eyes of ordinary and not unreasonable

people, and whether it was just where we thought we ought to stand, and if it was not, what we were going to do about it. And I am certain that the whole profession has gained by that necessity. It is as good for men as it is bad for children to have to stand up to the public. That we have certainly had to do during the last few years as we never had before, and I think we have won the right to say with the poet that "Our heads are bloody but unbowed."

There are other encouraging facts, upon which I cannot enlarge. For instance, the steady improvement in the relations between schools and universities, and between schools and business—there is still a great deal of fun to be got out of that; and a fact of even wider importance—if, as I believe, it is a fact—the growth of a more general appreciation of the value of scholarship. I do not mean that kind of scholarship which led the reporter of a golf match the other day to write that Smith was in the habit of hitting the ball Gargantuan distances, but that which has its roots in a genuine passion for getting at the essence of things, and which drives the teacher to determine that, whatever else may be required of him, he will at least teach his pupils to face the facts, whether they like them or not.

So much for what makes for freedom. As for the other things, the prejudices and orthodoxies and traditions and systems and conventions and all the rest of them, let each construct his own commination service; I doubt if I am to be trusted with it.

What about the children's freedom? I will not conceal from you my conviction that a deal of nonsense has been talked and written about that—earnest, sometimes even useful nonsense, but still nonsense; but I do not propose to deal with that, except by implication. What I am after is something different. In "The Century of Hope," Mr. F. S. Marvin says that one of the greatest—I am not sure that he does not say the greatest—of the discoveries of the nineteenth century was the discovery of the child. We may agree, and yet perceive some disadvantages. "Arum irrepertum et sic melius situm"—is that a wholly absurd sentiment, when one thinks of the swarm of prospectors to whom the discovery of the golden heart of childhood means nothing but a new source of profit? Discoverers must not be cursed, but some of them are a curse, for all that, and those who have done more than most to make the discovery of the child a calamity for children are the discoverers of the fact that it is easier to get a million pennies out of a million people than to get a thousand out of one, and of the fact that almost any child can now and then lay its hands on a penny. Children ought to have pennies to spend—to waste, if you like; the unnecessary things of life are just as necessary for them as they are for us, but there is a case for discrimination. Those who make money out of catering for children have a heavy responsibility upon them, and how many care about it?

The most striking example is the cinema business. Years before the war a deputation waited upon the Home Office in order to urge the necessity of an inquiry into the effects of the flicker of the pictures upon the growing eye. No such inquiry was ever held, or, if it was, the results were never made known, and yet it is conceivable that children below a certain age ought never to go to the pictures at all. Until the truth of that is known, nobody

has any business to talk of the use of the cinema for educational purposes. As for the effect upon the growing mind, we must distinguish. There are movements and processes, like the gallop of a horse or the growth of a flower, which the cinema does by slowing down or speeding up make intelligible and interesting; there are scenes which can only be represented by the cinema, and of which some are worth representing; but the commercial cinema, the programme that pays, depends upon the ability to attract the largest possible number of the silliest people in their silliest moments, and the chief victims of this industry—now probably the most powerful vested interest in the world—are the immature minds of the children of the West and the minds, some immature and some dangerously precocious, of what we are pleased to call the inferior races. I cannot enlarge upon this. There is the report of a Birmingham Committee—which does, at least, show efforts to mitigate the evil—noticed in *The Times Educational Supplement* for the 11th of December, and there are Mr. Aldous Huxley's observations in "Jesting Pilate" upon the pictures of white civilization offered nightly by the cinema to the natives of Java. I should not like to be a shareholder in Hollywood at the Day of Judgment.

Now the cinema seems to me to be typical of all that deserves our most vigilant hostility as protectors of the young; whenever we find anybody or any business that has discovered children as a market or as a paying proposition of any kind, as a means to any end that is not their education, we ought to regard them with the profoundest suspicion; at their best they are always in danger of the temptation to lower their standards in order to extend their market, and at their worst they are enemies of the human race.

I believe that we can beat them, for the simple reason that our education is much more intelligent than it was, and is getting more intelligent every day.

English education has always been the butt of a certain kind of critic, and it is all to the good that it should be, so long as the criticism is not so plainly unfair as to drive us into an unwarrantable self-satisfaction. In that amusing and provocative study of the consequences of the next war, "Man's World," by Charlotte Haldane, the education of to-day is dismissed contemptuously as never having been based on the only proper foundation of observation and experiment. If it were true, we should deserve contempt; but it is not true. There never was a time when observation and experiment were more respected and, what is more important, more vigorously and intelligently practised; and there never was a time when superior persons did not deny it. Scientific methods may be used for base and selfish ends; the professional spirit insists that they shall be used disinterestedly, and because we stand for using observation and experiment with the one object of helping those for whom we are responsible, I believe that we can justify our claim to freedom and that it will not be denied to us.

And so, if you find an unreasonable quantity of foolishness in what I have said, I hope that you will be at least as kind in your judgment as the missionary who said of his unfortunately demented convert: "Our poor brother has lost his reason, but I am glad to say he has kept his faith."

TO A LITTLE CHILD, RESCUED.

BY LORD GORELL.

I.

When, like a bird escaping to the blue,
My soul shall seek a habitation vast
Out of the body's brittle cage ;
When ending is earth's pilgrimage
And mind is but a wanderer in the past ;
When morning is for ever near,
Of one thing only I shall have no fear—
The thought of you.

II.

Of all love's bounty that I have been given,
Each day a bloom more perfect, I shall be
In that winged moment much afraid ;
By earth already overpaid,
Crown of pure blessedness vouchsafed to me,
A beggared spendthrift I shall stand,
Save mercy, and not justice, guide God's hand,
Groping for heaven.

III:

No wreath of fame, no wealth of honour due
Could then avail me: rather, they would roll
About my inward happiness
And weigh me deeper to distress ;
Their coming could but burden more my soul.
When I am questioned what I bring,
What my requital is for everything,
I shall say, " You."

IV.

Vainly, maybe, will rise that single cry,
Repayment made on earth a thousandfold ;
Your eyes were wan, your heart forlorn,
Now with your life to joy reborn
A cup of blessing to my lips you hold,
Your joy made mine—ah, is it vain
To hope that it will bless me yet again
The hour I die ?

V.

Our lives no purer loveliness are given
Than little children's gladness ; in their eyes
Sparkle the stars enthroned, the earth
Borrows its fragrance from their mirth :
It must be that a double blessing lies
Within such beauty shrined,
That, sown on earth, our ending days may find
Its flower in heaven.

ART.

BY RUPERT LEE.

Playing Safe.

No one should miss the Flemish Exhibition at Burlington House, and many art lovers will agree with the writer in the *Evening Standard* that if only the National Art Collections Fund had a 1,000 per cent. increase in its membership we should be able to compete against America when our national art treasures were put up for public sale. I take it to be merely a casual utterance of the same writer (or, at least, in the same column) when he deplored the practice of teaching drawing in secondary schools because, judging by an exhibition of pupils' work he had just seen, none of them was likely to be able to earn a living by it. We will accord him his ability to judge of the development of talent between 9 and 17.

The English are supposed to have an adventurous spirit. We are occasionally impressed by the enterprise of our fellow-countrymen, but far more often by their love of a safe thing. To take that class of which the humble and kindly "Londoner" is a sympathetic mouthpiece. Is there any doubt of their love of Art? Perhaps there is, but at least they have a love of our national art treasures, treasures which are sometimes as much treasures from their æsthetic qualities as from their historical interest. The suspicion grows, however, that this love is not unconnected with the feeling of being on a safe thing. A national art treasure has a value, a definite money price which can be ascertained and sworn to within at least comfortable limits. It is the official sanction given to the Royal Academy which accounts for its importance when nothing else would. It is true that the cry here is to buy; these art lovers are willing to spend their money on getting the stuff, but I still maintain that their souls are strongly governed by the thought of a sound financial proposition.

When we hear these same people decrying the necessity for education then we must put forward our very strongest arguments in favour of it as a sound business proposition. To those of us who regard education with a sort of religious faith this necessity for becoming militant and conscious touches us with an element of surprise. That this necessity exists is shown by the fact that one by one England has chased from its shores the inventors of some of the most useful and profitable of modern machines. When it comes to anything so vaguely profitable as "Art" the fight is sterner. One can thank the powers that be (I mean the councils not the deity) that it goes on. In our own town the official encouragement is quite surprising, and by the time this goes to Press there will be opened another exhibition at White-chapel, containing works of more mature students—in fact, those of the leading London Art Schools.

"The Dance of Life."

Birmingham University Dramatic Society will produce "The Dance of Life," by Herman Ould, instead of "Princess Bebe," as was before announced. Like "Salma," last year's play, "The Dance of Life" has a youthful appeal that makes this comedy of modern life very suitable for a University play. Mr. Alec Shanks again will be responsible for the painting of the scenery. Mr. Eric Knight is the producer, and incidental music is being composed by Mr. Chris. Edmunds.

ANCIENT HINDU EDUCATION.

By VASUDEO B. METTA.

Mr. Hoyland in his article on "The Future of Education in India," which appeared in the November number of the *Contemporary Review*, says frankly that the present system of education in India has been a failure. He thinks the best way to improve it is to start ashramas, schools of the old Indian type. Mr. Mayhew, another British writer on the subject, is even more explicit in his condemnation of Indian education. He points out in his book "Education in India" that English education has made Indians lead a double life, a school life and a home life, which are quite distinct from and irreconcilable with each other. "When the educated Indian is most himself in the expression of his deepest emotion and in the domestic or communal enjoyment of his leisure, he shows the least trace of what our schools and colleges have given him," he writes. He thinks that the Indian teacher is not respected by his students, because he is merely a hireling, who imparts instruction to them and does not care for their inner life. It was a great mistake, he says, on the part of the men who acted on Macaulay's famous minute and gave English education to India, to think that "the moral progress of a nation cut off from and ignorant of its cultural and spiritual antecedents was possible."

There is no doubt that in the ancient system of Indian education there was much that tended to make the student a good social being and elevate his life. The Indian is at his best when he is steeped in a religious atmosphere: and the old Indian schools gave him that atmosphere. When he joined the ashrama, the teacher performed an initiation ceremony called "Upanayana." The teacher took the right hand of the pupil, recited Savitri, and said to him: "Thou art a Brahmachari." The pupil on his part approached his teacher with fuel in his hand to show that he was willing to serve him. When the studies were finished, which generally took twelve years, there was a leave-taking ceremony called "Samavartana."

There was no economic tie of any sort between the teacher and the pupil. The student lived with his teacher all the time; but he did not pay him for his boarding and lodging. The teacher did not accept any fees from his pupil, because he taught not for the sake of earning his livelihood, but because it was his dharma (duty) to teach. When his studies were over, the student generally gave his teacher a cow, a horse, grain, or some other present according to his means. The present was entirely voluntary, and was given to please the teacher only.

The life of a Hindu student was strictly regulated. He rose before sunrise, muttered "Gayatri," bathed, swept the house, went out to beg food for himself and his teacher, did his work, and retired to bed only after his teacher had done so. His dress was simple. He covered the upper part of his body with the skin of a deer or of some other animal, and the lower part with a "dhoti" made of hemp, flax, or wool. His head was clean-shaven, or he wore his hair braided on top. He avoided honey, sweet and pungent drinks, alcohol, female society, injuring or killing animals, gambling, dancing, and music. He treated his teacher as his father and never contra-

dicted him. He embraced his feet both before a lesson was begun and after it was over. The teacher on his part gave him the best education that he could, and never tried to use him for his private purpose. The duties of a teacher and pupil are defined in the "Dharma Sutras."

The teacher taught each of his pupils separately, because according to Hindu psychology, each person comes into the world with different instincts and faculties. In order to find out what instincts and faculties his pupil possessed, the teacher took into consideration his (1) race or caste; (2) his heredity; (3) his surroundings; (4) his formed habits; (5) his individual nature.

The object of Indian education was culture in its truest sense. The teacher aimed at a harmonious development of all the faculties of his student. In other words he did not let any one of the three "gunas," "tamas," "rajas," and "sattva," which roughly speaking correspond to body, intellect, and soul, develop at the expense of the others. He was thus able to prevent the formation in his pupil of obsessions, fads, phobias, dual personality, and complexes. The student learnt self-sacrifice and reverence by subordinating his ego to that of his teacher. He learnt abstinence and self-control by the simple and self-denying life that he led. His social instincts were thus developed, and his sense of "ahankara," illusion of self or separateness from others, was destroyed. Then again, as his intellect was not given a predominant place in his education, he did not develop selfishness and aggressiveness, and thus become a disintegrating force in society.

Two other elements in ancient Hindu education are worth mentioning. They are: concentration of attention and memory-training. The student learnt to concentrate his attention by fixing his mind on a given word or idea, taking care that no other idea entered his mind at the time. A good memory was considered necessary by Hindus, not only for retaining the knowledge that a man had acquired, but also for keeping him healthy and well-balanced. A student learnt all his lessons by heart. Both concentration of attention and memory-training were developed to such an extraordinary extent in ancient India that there were men who could fix their attention on five or six objects at a time, and repeat the classics from memory. A few such men can be found in India even to-day.

A Rushbrooke Memorial Fund.

Friends of the late Mr. W. G. Rushbrooke, and old pupil of St. Olave's or of the City of London School, will be glad to know that a fund is being established to be called "The Rushbrooke Memorial Fund," for the purpose of assisting boys at St. Olave's whose special difficulties lie outside the scope of available funds, thereby commemorating and perpetuating the practical sympathy which he had shown all his life. Those who wish to contribute to the fund, and so record their appreciation of a fine schoolmaster and the truest of friends, should send their subscription to Mr. H. G. Wright, St. Olave's School, Tower Bridge, S.E.1.

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in* THE EDUCATION OUTLOOK.

A Village School Mistress (continued).

January 23rd.

. . . I have 20 children now. Still no "surprise" since May. I want Mr. H—— particularly to see us in our present aspect. The children now are perfectly amenable. The attendance is very good—the children like to come—and generally find they have missed something if they stay away. Only one or two from distance and other reasons cause us a ghastly row of 0 0 0 . . .

Re history, this fact is encouraging. We encountered in our reading the word "invidious," not a pleasant word to explain, but however I did so from the root, etc. One of my boys remarked (and we had not been discussing that circumstance recently)—"Percy, Douglas, and Owen Glendower were in an *invidious* position at the battle of Shrewsbury, were they not?" I thought that rather *apropos*.

Now for my sad news. I must go back in time two months nearly—great blizzard raging—no trains, etc. That Monday afternoon I came in to tea, found my mother cutting bread and butter, a thing she almost never does, having one hand paralysed. She had a cup set on a tray, so I knew that my sister, who has epileptic attacks, must have fallen and hurt herself so badly as to go to bed. I said: "Has she burnt herself?" for I have always been afraid of the fire. My mother answered in a strange unnatural voice, "I do not know what to say about Annie." By degrees she told me. She herself had been upstairs a few minutes, heard a noise, came down as soon as her feeble strength permitted, found my sister had fallen in the fire in a state of unconsciousness and was slowly roasting to death. My mother is nearly 79—think—she tore off the blouse, put it in the fire, the under bodice also, cut down the charred vest, put out the flames with her hands, had her bandaged and in bed when I came in. Next morning I had to be dug out. My mother was unaware of that and in about a week remarked "I think the snow must have drifted." A young man hacked my porch to clear the snow and get me coal and water. By and by I thought I must go to get milk, oil, and telephone for doctor. Could not reach the mansion at all, and was nearly turned into an iceberg trying. I did my errands, however; one man took message, another came and brought olive oil. Altogether the people were very kind and helpful. Doctor could not get through, though he set out—came next day—said he never saw such frightful injuries—and he often treats quarry accidents and dynamite. She was blind for two days, throat nearly closed. I think but for my mother she would have been dead in a very short time. Now after all this time her head is bare to the blood-vessels: Her ear and neck were also terribly injured. Part of the head was burnt to the bone, and the doctor wonders

much how she had escaped blood poisoning: he fears her head will always be drawn to one side. It was, you will be sure, a very terrible shock to us all.

December 24th (first day of the holidays).

I slipped on the ice in the dark early morning and struck my side against the edge of a zinc pail I was carrying. So I did not have a very comfortable fortnight. I still feel it in bed but not during the day. Only a few days ago I had a fight with a queer little beast. I set a fire shovel out in the porch for a girl to fill with coal (when she came). I wanted this shovel, went for it, and with it in my hand encountered a long, narrow, white, long-tailed, sharp-nosed ferret. I tossed it away, as it wished to enter my "hall." It came back repeatedly. I called to a man to take it away—he put his cap over its head and caught it. I was too busy getting everything put right for the day before school time and I did not discover what he did with it. I believe it escaped from the cart house under my domicile; being loose it has chased the rats helter-skelter. They took biscuits from the table, from my sister's bed, in a paper, in a towel. The people also during her illness have had a stray dog down there (in the cart house), which has howled, whined, and barked piteously. It has given me a nervous fright more than once. I have rushed upstairs to see if my people were all right. They (the rats) gnaw the wood till I fear they are at the beams and that I shall be precipitated below. As I said our nerves are jangled.

On Friday, at playtime, I came down to the house. A girl remarked when I got back, "You have never been down home at playtime since you came—and you have been there and back in 18 minutes." So people *observe*. I locked my brats out that time.

The school room is nicely warmed now: the poor old stove is wearing out. I have quite an array of plants, the children appreciate them. The older children have each a box for special work—papers, drawings, copy-books, sewing, etc. They take great pride in adding thereto; things get laid in quite lovingly. All other very good work goes in teacher's box and of course has to be extra special for that honour.

LEAVES OF HELLAS: by Marshall MacGregor. (Arnold. 12s. 6d. net.)

This volume is a collection of ten essays on various aspects of Greek literature by Mr. Marshall MacGregor, Reader in Greek in London University. Mr. MacGregor is clearly a man of catholic tastes, and his subjects range from a disquisition on Aristotle to an account of the dog in Greek literature. His wide reading in the best products of the modern as well as the ancient world and the aptness and abundance of the literary allusions add grace to a volume which should be in the hands of all who are interested in Greece and Greek literature. H.C.

IMAGINATIVE COMPOSITION: OVERDOING IT.

By MARCELLA WHITAKER.

I can laugh about it now. It seemed such a different "I" who then thought all was vanity. I grew long-faced and piteous, and all for what? Just because I could not take things as they were and must needs try to shape the world to my fancy.

The particular cloud that obscured my sun arose after this manner.

There was H.M.I., a well-meaning, earnest man, who was obsessed with a bitter reaction against the stultifying methods of teaching English, the methods that left the child with no command of the mother tongue. He came along, he spoke kindly, and I listened and believed with that reverence which youth should give to age and ignorance to experience. So, when he spoke as one of the prophets, urging freedom, bidding teachers give the children scope to write, always to write, always upon a subject that should exercise their imagination, I listened and believed and went away to do as I had learnt.

Like hundreds of my fellows I worked away at this same imaginative composition. By dint of regular practice must the children grown fluent and careful. Did not my clever, sympathetic mentor bid me believe that if a child would read much he would spell well, that if I inspired him as I ought he must write well, that set lessons on the mechanics of spelling and writing were time wasting and worse?

I listened and believed. I spent long hours correcting work, and the children gaily forged ahead. Not for them the drudgery of putting right what was wrong; no, that was the teacher's province. It did not work, for apparently my children were not as other children. In other schools, I was assured, the children wrote well and spelt well because they desired to do so, not because the teacher drove them to it. In other schools no such faulty exercises were to be seen; elsewhere no child continued to make the same errors day after day, or to turn out almost illegible scrawl.

That was a long and weary stretch of country. I tried to rush forward, but my breath was failing; I saw disaster looming ahead; I blamed myself; and H.M.I., losing a little of his sympathy under the stress of many disappointments, probably blamed me. If he did not, he was surely less than human. On I went, panting, dreading the fall that must come at length; dreading the confession of failure that must precede a change. On I went like hundreds of my fellows, until fatigue threw me down and forced me to start afresh.

I had time to look around, and was amazed to find that, after all, my mistakes were not so bad as I imagined, neither was my fall such a terrible disgrace or so unlike those falls other people endured when learning to walk. I found myself further on the road than I thought, ready, after the first bitterness of humiliation had worn away, to set off again with less haste and more common-sense; doing what was necessary to ensure accuracy and thoroughness but not leaving the other undone. So I found the middle road at last.

LEGAL NOTES.

What is a "Carry Over"?

The case of *Witts v. Sheffield Corporation* is a County Court case interesting apart from its merits as being the first occasion that a Burnham Report has become a matter for legal interpretation. Clause 9 of the 1919 Report, which was made part of subsequent reports, it will be remembered, said: "All teachers shall be brought to their correct scale position not later than April 1st, 1923 . . . by three equal instalments . . . the first of which shall be due not later than April 1st, 1921, the second not later than April 1st, 1922, and the third not later than April 1st, 1923." Paragraph (6) of the Clause ran: "Nothing in this scheme is intended to preclude an Authority from dealing specially for the purpose of the 'carry-over' with the case of a teacher whose service has been declared unsatisfactory and continues to be so regarded. Provided always that no teacher shall be penalized in respect of years of satisfactory service."

When is "Unsatisfactory" Service Relevant?

Mrs. Witts claimed sums of £31 6s. 0d. and £23 10s. 6d., which had been withheld from her on the alleged ground of unsatisfactory service after 1921. The defendants refused to pay the third instalment of the "carry-over" because of the plaintiff's unsatisfactory service in 1923, the allegation being based on the small percentage of children from her school who passed the entrance to secondary schools. For the plaintiff, it was argued that her conduct after April 1st, 1921, was irrelevant and gave no power of dealing specially with the "carry-over." The defendants contended that they were within their rights in withholding the instalment.

The Judge's View.

The County Court Judge expressed his view of a "carry-over" that it was an increase which ought to be paid immediately, but it had been spread over three years to ease the burden on the Authority—an earned increment therefore agreed by the parties to be paid by instalments. Defendant's counsel contended that Clause 9 did not in effect warrant teachers in regarding the "carry-over" as due of right, or that Authorities had no power to withhold them for inefficiency. The County Court Judge reserved his judgment in order that he might give the parties a considered interpretation of the Clause in question. At the time of writing these notes the judgment has not been given, and though there can be little doubt what the result will be, we have no intention of forestalling his Honour's decision.

The Committee of Reference.

It is a little surprising that such a point should not have arisen before, for it cannot be claimed that the relevant sections of the clause are devoid of ambiguity. Still, the reports of the Burnham Committees constitute the basis of most of the contracts of employment entered into by teachers with the Authorities, and like any other contract they are open to judicial interpretation. And even though the Committee of Reference had had the question put to them by a Local Education Authority and had given an interpretation of the clause in support of the Sheffield contention, it would still be open to a teacher to bring his claim before the Courts.

THE SANDS OF LIFE.*(An essay written by a schoolboy.)*

I awoke about midnight with an eerie feeling that all was not well, although what I could not say; the air in the room seemed stuffy and the room itself was unbearably hot. When my senses had become fully awakened, I heard just the faintest little sound, steady and distinct, not unlike the sound of a snake on bath-brick, and when my eyes had become accustomed to the dim light I saw that from the ceiling a tiny, steady stream of sand was falling on to my bed, where already a little heap had collected on the coverlet, growing slowly and yet steadily.

My feelings at first were merely curiosity and a desire to arrest that mysterious sombre flow, but I found that my limbs were powerless. Try as I might I could not move—and ever the pile on the coverlet grew larger and larger.

The only sound in the stillness of the room was the trickle of each minute grain of sand through the little hole in the ceiling and yet the stifling air seemed to be straining with sound ready to burst and fill the room; I felt as though the walls were closing in with a force immeasurably strong to crush my bones to powder; it felt as though from every quarter of the room the grinning faces of malignant spirits were ready to burst into hellish laughter at my approaching doom.

And then came yet another sound, just the faintest chink and scrape of metal upon metal, and then, without seeing I knew, slowly, slowly, inch by inch, the door opened until it was wide open and a beam of light shone across the ceiling and across the hole. Then the shadow of a woman detached itself from the surrounding darkness, a woman old and bent, whose skinny hand held—what could it be?—a cross? Slowly she advanced into the room, and the light faded, faded until it was almost black, and I could only see the steady stream of sand adding to the heap which by now covered all but my head and chest.

After what seemed hours of waiting, with the same tense stillness in the room and the same overpowering feeling of a malignant and terrifying glee, I was vaguely aware of a slight stir in the room, and that same skinny hand crept into my line of vision, a skinny hand that held—a thread? Yes, it was a thin black thread.

Another hour of that awful waiting, and still the same overpowering atmosphere and the same silent noise of trickling sand, trickling through until the sands should run out. Until the sands of life should run out! What if they should? If the sands of life ran out? An eerie scrape of metal, but this time it was near, and I saw two shining prongs of steel—they were shears! Slowly, slowly, they were closing on the thread—they had it—the sands were running out! With a stifled cry I staggered to my feet and leapt. There was an awful scream—then blackness . . .

* * * * *

The nurse bent over his bed with an anxious look upon her face. The patient turned and heaved a fitful sigh; half groan, half sob. "He's coming round Doctor," she whispered, "but he's had an awful fight."

ON REACHING THE "SIXTH."

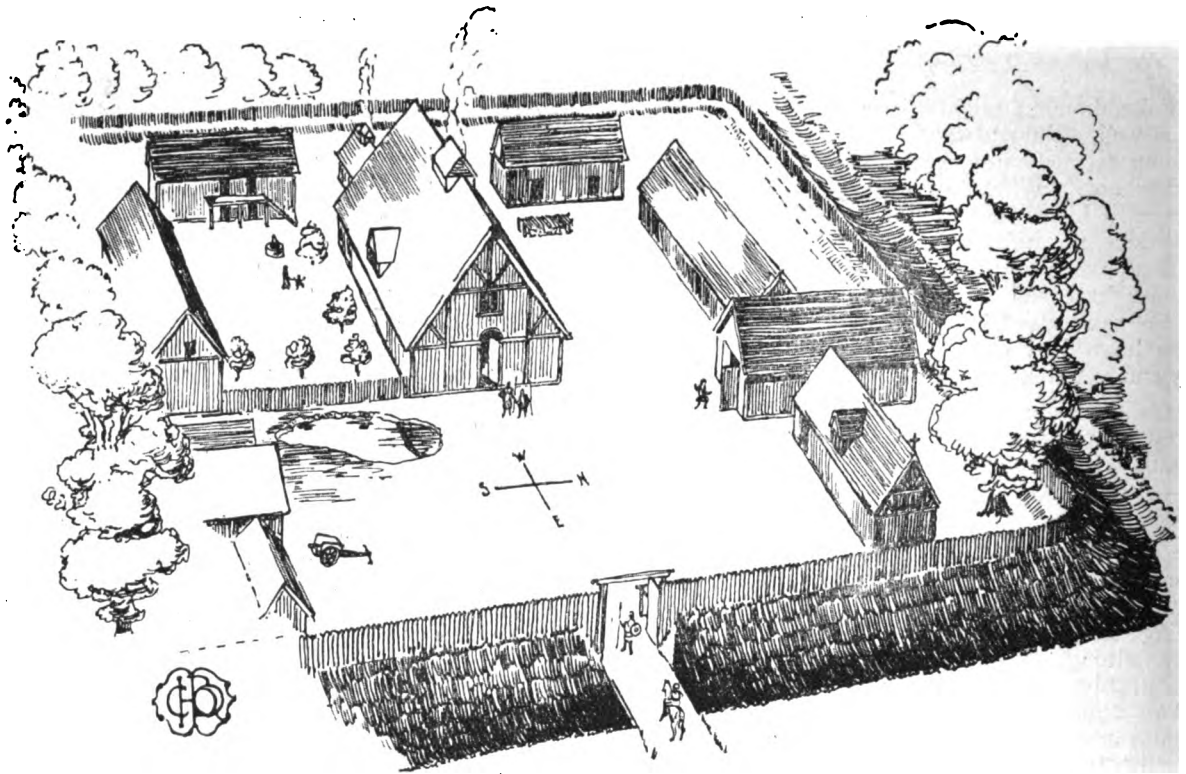
[The following is written by a schoolboy who lately entered the sixth form in a public school. His reflections will be found to have significance.—THE EDITOR.]

I feel now that I have reached the sixth form that I am an individual and not one of a crowd, and, as a consequence, for the first time I have really begun to enjoy my work. There is none of that endless competition popularly known as "mark grubbing," when all work done simply with the idea of getting it finished as quickly as possible, and, at the same time, gaining enough marks not to have to do it again. But the mark system really is good in one way, and that is that it fosters the competitive instinct of a boy and makes him try to do better than other boys, which, I feel sure, is the only reason why most boys, including myself, ever really worked up to the time when they were about 14. But that is all gone now, and many other reasons are apparent why work must be done. I can now work at the subjects I like best and can really get on with science, as I am no longer troubled with Latin, a language dead and, for the most part, useless to me, of which I formerly had to do six hours a week—the same time as that given to mathematics, which is quite essential to everyone. Then, too, I find it so much better and easier to be able to arrange my homework exactly as I please, and fit it in so that I can spend, say, three hours at physics straight off, and not have to work separate half-hours at it each night, which is much more tedious. In this way I find that I can accomplish more in the same total time and remember it far better. Then, too, I can receive far more individual attention than before, and can get any point difficult to me alone explained at length without hindering other boys so much, as there are only about ten boys working with each master instead of the former twenty-five or thirty. Again, as one is working more or less by oneself less time need be spent on work that is quickly understood by oneself, but is not so obvious to others. In this way much faster progress can be made and work becomes much more enjoyable. Another pleasant feature of the work now is that the masters are more willing to argue with you over difficult points and do not merely state the fact, and then consider that it is entirely done with.

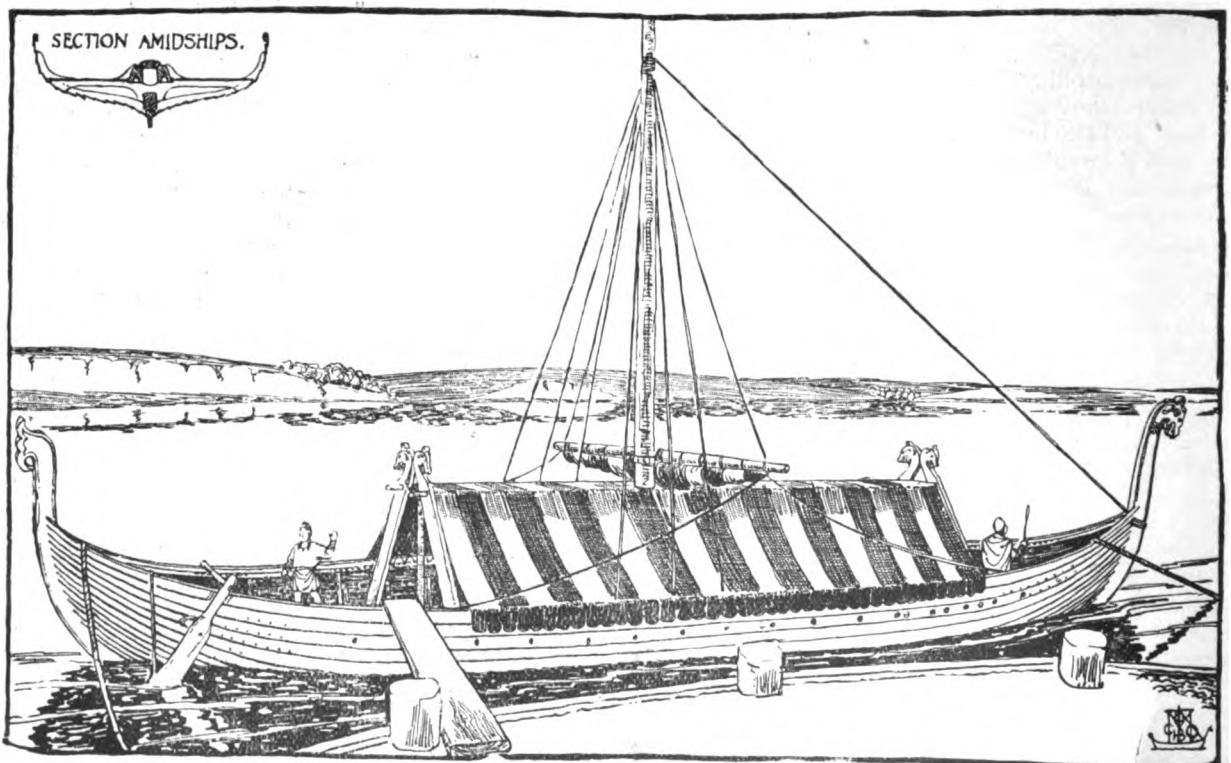
It is for these reasons now that I have reached the sixth form that I have begun to enjoy my work for the first time since I started going to this school seven years ago.

Oxford Locals Honours.

Of the 1,690 school certificate candidates at the Oxford Local Examination held last December, eight obtained first-class honours. They were E. Francis, Pate's Grammar School, Cheltenham; E. J. Dawes, Fulham Central School; W. E. Knight, Fulham Central School for Girls; W. H. Maylott, Portsmouth Southern Secondary School; I. I. Richardson, Washington Secondary School, Durham; A. Propper and F. Stallwood, Barnsbury Central School; W. E. Embery, China Inland Mission Girls' School, Chefoo. Another girl from this school R. L. Porteous, was among the twenty-one second-class honours winners.



IMAGINARY RECONSTRUCTION OF ANGLO-SAXON HOMESTEAD.

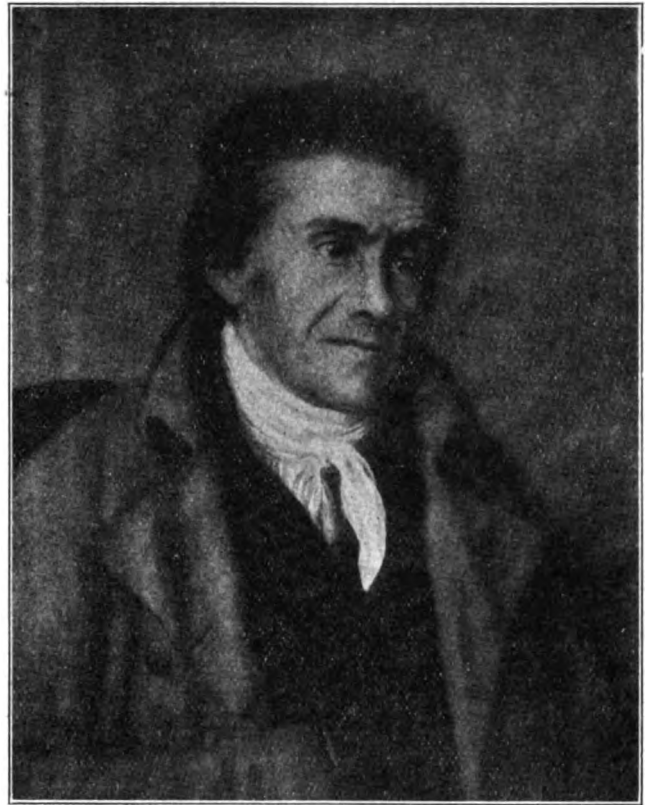


THE GOKSTAD SHIP WITH TILT UP AT NIGHT.

From *Every-day Life in Anglo-Saxon, Viking, and Norman Times*. By kind permission of B. T. Batsford, Ltd.



PESTALOZZI AND HIS GRANDSON.



PESTALOZZI.



PESTALOZZI IN SCHOOL.

LETTER TO THE EDITOR.

To the Editor, THE EDUCATION OUTLOOK.

Women Teachers and Marriage.

(From MISS ALEXANDRA FISHER, D.Litt., M.A., *Head Mistress, Girls' County School, Bishop Auckland.*)

SIR,—The article by Miss Phyllis Stone in your February issue is a singular production, singular not so much in what it says as in what it has left unsaid.

Her opening paragraphs put forward three reasons why "woman teachers as a whole are not a marrying class," and these she propounds, not as *some* of the reasons, but, summarily, as *the* reasons. In substance, they amount to no more than a statement that men do not know women teachers, or, knowing them, do not choose them for wives. As for any reason emanating from the woman's side, Miss Stone's mind appears to be a blank.

But of such reasons, so conveniently ignored, speaking from a wide acquaintance among women teachers, there are, I should say, three. I place them in the order of their frequency.

First: The woman teacher is in many cases too deeply absorbed in her career to make room in her life for the necessary cultivation of male society. She is the anti-type of the Shavian Ann. But in so far as function may in her case be repressed, it undergoes sublimation, rather than causes—as Miss Stone suggests—retrogression.

Secondly: Even when a congenial male offers himself, the refocussing of her interests on a connubial basis, and the necessary subordination of her tastes to those of another, constitute obstacles to the married state that demand in the independent woman a strong emotional stimulus before being envisaged without qualm.

Thirdly: There are the purely economic considerations. Not a few women teachers have dependants, whom they can neither desert nor force upon a prospective husband's regard.

The outlines of the picture Miss Stone proceeds to draw of the conditions of the lonely spinsterhood of the woman teacher date her impressions as already largely obsolete. Charming little houses or flats, accommodating household pets at discretion, are daily becoming the natural habitat of the woman teacher who has made good.

It is, however, in her closing paragraphs that Miss Stone commits herself to generalizations the most ill-founded. Sour and cynical! Boisterous and childish! What a libel on the development of character in teaching! I shall never forget the sense of joyful awe that overcame me when I was first privileged to attend a conference of head mistresses. The high moral tone, the humour, the good temper that prevailed set before me a standard of personality in my profession that seemed almost as unattainable as it was delightful. Miss Stone must have been exceptionally unhappy in the range of her experience. As the result of contact with the assistant staff by the score, the words "genial" and "ardent" are those that come most readily to my pen.

How far again is it true that, to others, the unmarried teacher is a "pathetic figure?" In my wide experience

among married friends and confidential mothers, I can unhesitatingly assert that she is often a subject of envy—sometimes good-humoured, sometimes embittered—to the married woman, in virtue of her independence and her opportunities for general culture. One, indeed, of the snags of general social intercourse is the occasional taunt of the "soft job" in the mouth of one's hostess. As the homely mother remarked: "It is the likes of you has the best of it when once you get over the disgrace."

Many of your readers would like to be informed on the strength of what range of observation has Miss Stone been permitted to dispense her derogatory epithets with so indiscriminate a hand.

I am, etc.,

ALEXANDRA FISHER.

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

(March, 1852.)

The Office of the Teacher: Professional Aspirations in 1852.

"The office of the teacher will come in time to be regarded in the light of a profession. We have used the term already, but by a species of self-flattery. Gentlemen of the legal profession, physicians, and reverend divines have their position well defined—their due honour accorded. But your educator is a nonentity; his existence is ignored. Hence the whole question of education shall be discussed and settled; and the great body of men who hold the instruction of British minds in their hands, at the present moment, have neither presence nor voice in the matter. Touch the smallest vested right, real or supposed, of the medical profession, and that whole body is agitated, from the potent, grave, and reverend seniors of the Royal Colleges to the veriest village Æsculapius; but the whole educational interests of the country may be handed over to the wisest or the maddest of theories, without one distinct utterance of the opinion of those who have spent their lives in the practical working of all its great problems. It cannot well be otherwise, so long as these have no organized existence."

Books on Character Training.

The Mothers' Union has issued a graded list of recommended books under the following heads: Illustrated Books on the Bible for Children, Old Testament and New Testament; General Study of the Bible; Books on the Bible, Old Testament and New Testament; Character Training and Methods in Teaching; Church Doctrine and Church History; Addresses to Mothers; Stories for Mothers' Union Meetings; Novels and Tales; Missionary Stories; Missionary Books for Adults. The full list may be obtained from the Mary Sumner House, Westminster, S.W., where the books may be purchased, and many of them may be borrowed from the Mothers' Union Lending Library, the subscription for members of the Mothers' Union being only 2s. 6d., or for non-members, 5s. a year, for which four volumes may be borrowed at a time, and kept for one month.

SCHOOLCRAFT.

CLASSROOM COMMONPLACES.

By H. C. DENT.

"The sceptical interrogations of Pirandello," writes Mr. Ivor Brown in "Masques and Phases," "are simply the commonplaces of the classroom."

Not of the sort of classroom we most of us are accustomed to, I should imagine. Mr. Robert Graves, writing in *The Fortnightly* on "Impenetrability: or the Proper Habit of the English," lunge at us a thrust which seems to come much nearer home when he talks about "those classroom commonplaces on the peculiar nature of English, which, mostly in the forms of comparisons with French and German, have for years been copied from one blackboard to another without due enquiry into their truth." He goes on to exemplify: "It is usually accepted, for example, that French is a more exact, more philosophic language than English, but that English is an easier language to learn than French; both of these views can be questioned except in a very limited sense. And that 'French is the language for love but English for science; but on the other hand French is the prosaic, English the poetic language' is a paradox in need of very careful defence. At the same time such unfriendly charges occur as 'English is chaotic and utterly unsuited for clear thought . . .'" Yes, all these statements have been made in the classroom, and no doubt repeated many, many times, "without due enquiry into their truth." It is quite likely that they have been copied from blackboard to blackboard. But, are they classroom commonplaces to-day?

The worst of all critics of teachers and teaching who are not themselves members of the profession is that they will go on copying from one article to another, from one book to another, and repeating from one platform to another, commonplaces of criticism, "without due enquiry into their truth." Even when they do not simply echo another's opinion, all they do is to drag into remembrance their own schooldays and to quote from them.

Classroom commonplaces. Legendary glosses (the wish being father to the thought) that have passed for truth. Can we not remember scores of them? All those delicious yarns, for example, that were spun to us in our youth under the name of History—how Alfred burned the cakes, how the arrow glanced off the tree and buried itself in the evil heart of Rufus, how Bruce watched the spider in the cave and resolved to "Try, try again," and how the Iron Duke said "Up, guards, and at 'em," and that the battle of Waterloo was won on the playing fields of Eton. All these *were* classroom commonplaces, as well as those perhaps more serious ones that Mr. Graves mentions.

But are they now? No, most assuredly no. Gone from our midst is the Muse of History, with her songs and tales, and in her place is enthroned that stern guardian

of truth, the Science of History, whose laws we must obey, or perish. Not for our pupils the piteous story of the two little princes in the Tower (as told with such lurid and dramatic force in the old readers); no, in its place an enquiry into the social and domestic life of the peasant in the Middle Ages, and text-books heavily buttressed by quotations from contemporary documents.

Or again, in the higher realms of theory, have not likewise all our staff room commonplaces disappeared? "Spare the rod and spoil the child," that saw so lusciously mouthed by our heavy-handed fathers and tutors—who would dare to repeat it now "without due enquiry into its truth"? That all boys are lazy and must be forced to work was a commonplace twenty years ago; our present, and, we trust, more enlightened generation, probing the falsity of that erstwhile maxim to the veriest depths of its iniquity, has emerged with a brave and confident belief in the energy and untiring industry of its pupils. The modern teacher has shaken himself free of commonplaces; he will have nothing of them. He will believe nothing of which he has not ocular and tangible proof. He will not repeat second-hand opinions; he is no longer content to copy from one blackboard to another. No slightest scrap of knowledge will he hand on unless he is assured of its absolute veracity. He will seek truth and pursue it till he find it within his grasp; he will trust no theory till he have quested its foundations and found them solid rock.

And whither is the search leading him? Far past the petty inaccuracies of which Mr. Graves accuses us; those, and others like them, have long since been left behind. Much nearer is he in many cases to the "sceptical interrogations of Pirandello." So much that he believed in, both in the realm of fact and in that of theory, is now declared false, that he is prone to ask whether aught be true. Methods have been discarded by the dozen, theories by the hundred; the content of our subjects (least important but most familiar part of our task) varies with bewildering inconsequence. Where is truth, when the whole world seems wrong?

There is one truth: the old and easy way of muddled commonplaces has disappeared for ever. That is truth; that shows that we are following the light. For the rest, it is our fate to be living in an age of transition, the most difficult of all ages in which to live. We are berated for the sins of the past and for the mistakes of the present; and the horizon of our future is not yet clear.

"Plod on and keep the passion fresh," said Meredith, and what better can we do? In an age of transition one must plod; a step at a time (and not even so much as that at all times) is all we can see clearly. But there is this to be said for the plodder; his progress is slow, but it is very certain and systematic, and no slight breezes of hostile opinion can make him swerve from his path. And these commonplaces of criticism concerning the commonplaces of the classroom are but breezes, lightly launched and powerless to hurt.

THE TEACHING OF GEOMETRY.

BY G. C. BARNARD, M.Sc.

III.

In previous articles I have emphasized the necessity, during the elementary stages of geometry, of widening the perceptive basis, and of postponing the more rigid deductive treatment which requires the reduction of the number of axioms to a minimum. However desirable and necessary a training in strict logic may be, a training of the perception is at least as necessary, and should properly be undertaken at an earlier stage of the child's development.

I propose in this article to offer suggestions as to methods of treating early plane geometry so as to encourage perception. For this purpose, methods involving measurement appear suited. It is characteristic of the present day methods of teaching geometry that masters usually insist on the drawing of accurate figures, and yet expect the pupils to follow and reproduce the abstract reasoning, and to distrust measurement. In reality, the sight of an accurately-drawn figure may hinder a pupil's reasoning in two ways. First of all, he may be balked owing to the obviousness of the proposition which he is asked to prove. He will say: "Of course, those lines are equal. Anyone can see that." This attitude of mind is not often expressed aloud, but it is very usual, and prevents many pupils from enjoying geometry.

Secondly, an accurate figure commonly inhibits pure reasoning in a more subtle way. It supplies to the pupil's eye many of the intermediate links in a chain of argument—prompts him, in fact, as definitely as if a companion were whispering the steps in his ear. If our object is to train the pupil to reason on given data, this sort of prompting helps to defeat our aim; but if we wish to extend his perceptive experience, it is the very thing for our purpose. Hence accuracy of drawing and measurement are needed in the earlier stages; but when we re-model the course on a deductive basis we ought deliberately to draw our figures badly. Try, for example, the experiment of taking a class who have been taught on the accurate-figure system, and get them to prove the various circle theorems of Euclid III, giving them an elliptiform figure with the centre displaced, and see how many of them can reason from the data.

At an early stage the course of plane geometry may be centred round the ideas of symmetry and the regular polygons—this being one of the earliest centres of interest in the history of the subject. Many interesting facts arise out of a consideration of the first half-dozen regular polygons, so I will here give a short set of puzzles and exercises on them.

To begin with, the teacher may explain the idea of regularity, and also that of symmetry, taking the square as a universally familiar example. Then he should introduce the idea of a right-angle and of the angular measurement of a space round a point, noting that four squares may be drawn touching one another at a single point and completely filling up the space round that point. Then the pupils may be set the following exercise:

(1) Find out how many of each of the regular polygons below are needed to fill up the space round a point, and

explain why this cannot be done in certain cases. Tabulate the results thus:

Figure.	No. of Sides.	Angle.	No. of Figures Required.
Square	4	90	Four.
Equi-triangle ..	3	60	—
Reg. Pentagon ..	5	108	—
Reg. Hexagon ..	6	120	—
Reg. Heptagon ..	7	128½	—
Reg. Octagon ..	8	135	—

We may also point out that of all the possible regular figures that may be chosen to fill up the space round a point, the bee chooses the regular hexagon for building its cells. As this figure has the smallest perimeter for a given area it is the most economical in wax.

We now come on to a few puzzles involving the regular figures, some of which will be familiar to pupils who have done some theoretical geometry, but they are useful for sharpening the intuition.

(2) Draw an equilateral triangle with sides 3-in. long, and round it draw a regular hexagon in such a way that the corners of the triangle are the centres of the three sides of the hexagon.

(3) Draw an equilateral triangle and divide it into six smaller triangles, all of the same size and shape. Notice which sides and angles in these triangles correspond.

(4) Draw a circle inside an equilateral triangle so that it just touches the three sides without cutting them.

(5) Fold up a piece of paper (of any shape) so that an equilateral triangle is marked out by the creases.

(6) Arrange twelve points so that they make six straight rows, each row containing four points.

(7) Draw an equilateral triangle with sides 3-in. long and cut out of it the largest possible regular hexagon.

(8) Divide a regular hexagon into three equal rhombuses.

(9) Draw an equilateral triangle with sides 3-in. long. Cut out of it a regular hexagon such that three of its alternate corners are on the middle points of the sides of the triangle.

(10) Inside a circle of radius 3-cms. draw the largest possible square.

(11) Around a circle of radius 3-cms. draw the smallest possible square. How long is its side?

(12) Inside a circle of radius 3-cms. draw the largest possible regular octagon, without using a protractor. What connection has this figure with that of No. 10 above?

(13) Draw a square with sides 3-in., and cut out of it a regular octagon, four of whose corners are on the sides of the square.

(14) Arrange sixteen points so as to make ten straight rows with four points in each row.

(15) Arrange twenty points to form fourteen straight rows with four points in each row.

(16) Draw five straight lines so that each one intersects the other four.

(17) Cut out a paper rhombus with sides 3-in. long. From it cut out a rectangle equal to half its area, and such that the remaining pieces which you have cut off can be refitted together to make another rectangle of the same size as the first.

(18) Newton's Puzzle: Show how to plant eleven trees (counted as geometrical points) in fourteen straight rows with three trees in each row.

(19) Show how to draw the largest possible equilateral triangle inside a given square. (You are allowed to use a protractor).

(20) Show how to draw (using a protractor) an equilateral triangle so that its three corners are on three of the sides of a regular octagon.

Some of the above puzzles are, of course, much harder than others, but they all lend themselves to intelligent treatment by novices, and a beginner's efforts to solve such problems as these are of the greatest value to him. His resource and his intuitive powers are taxed and developed, and geometry appears in a more fascinating light. In tackling a puzzle many important theorems dawn upon his mind, and he gets something of the joy of a discoverer or creator. It is even possible that he may be led by these paths to a pursuit of mathematics for its own sake, a result which is not common under our orthodox methods.

International Conferences.

Three international conferences will be held during the year. The first, the Prague Conference, April 18th and 19th, will discuss the promotion of peace, the theme of the conference being: "What the Schools can do for Peace." This has been arranged by the International Bureau of Education at Geneva. No. 2, the Locarno Conference, August 3rd to 15th, has for its main topic: "The true meaning of freedom in education," and one of its aspects will concern the educational relations of Europe and the United States. The promoters of this are the New Education Fellowship, whose English Secretary is Miss Clare Soper, 11, Tavistock Square, W.C.1. The third is a World Conference on Education, to be held at Toronto, August 7th to 12th. There will be accommodation for over 5,000 visitors—the British Islands are sending 400 delegates. Toronto and Locarno clash in dates, it will be observed, but intending visitors to either, or to Prague, should write to Mr. Charles H. Williams, 101, Jesse Hall, Columbia, Missouri, U.S.A., for information.

The recipient of Reading's first degree is Mr. Alfred Palmer. He will be Doctor of Science, *honoris causa*, in recognition of his many services to the University. He it was who presented part of the site on which the University stands, and was joint donor of £200,000 as an endowment fund.

Mansfield's new Central School at High Oakham provides accommodation for 360 boys and 360 girls. On a site of four and three-quarter acres, its cost is £24,500—about £34 an acre.

MUSIC.

By J. T. BAVIN.

TONALITY (*continued*).

Completing the Scale.

Experience as teacher and as pupil lead me to doubt the wisdom of telling a child that each note of the scale has a definite character, that ray is rousing, fah solemn, etc., etc. Though there may be some justification for such assertions everything depends upon the context of the note. Even the leading note loses its "upward leading" character in a descending passage. I well remember my own efforts to realize these effects. Try as I might I could not feel that the labels fitted. Eventually, in the lesson on "mental effects," I found a regular place among the dullards. *And yet I had no trouble in correctly naming any degree of the scale played or sung.* Suggestion is one thing, a definite label is another, and while in no way carping at the device of "mental effects" I would warn those who prefer inflexible labels that if a child is puzzled—that should not be used as a means to lessen his self-respect.

Perfect familiarity with the sounds of the keynote, third, and fifth will leave the remaining degrees easy to recognize. Orderly thinking can be secured by a few simple exercises; e.g., the keynote having been sung by the class the teacher vocalizes ray or te, and asks: "Is that above or below doh?" We then sing it to its sol-fa name and write it on the modulator. Similarly with me or soh as the "landings" the adjacent steps can gradually be named. And eventually, after singing doh any other sound vocalized will be recognized and named. Practice in the early stages should be given with familiar songs and tunes. This helps concentration, whereas new and strange music would tend to dissipate attention.

Major and Minor.

To make these hints complete we ought to say something about the recognition of the major and minor scales. But after the steps outlined above there should be no difficulty—the sense of major or minor always seems to follow without any teaching. The sound of the bells sung downwards followed by a downward minor scale sung in the same pitch illustrates the difference in sound, and two modulators drawn side by side will show the difference to the eye. Singing up and down the modulators should also be practised—not forgetting the children's modulator already mentioned, and the difference in mode will soon be recognized and named. The following make good contrasts: "Dame, get up and bake your pies"; "What are little boys made of?"; "There was a jolly miller"; "A frog he would a-wooing go"; "Old King Cole"; "Tom, Tom, the piper's son"; while Tschaikovsky's *Chanson Triste*, Schubert's *Moment Musical* (both on D 1420), Beethoven's *Rondinos* in E (D1445 and L1515), Haydn's *Gypsy Rondo* (L1324), Beethoven's 2nd Movement from the *Sonata Pathétique* (L 1413), are among the many which have changes from major to minor.

I do not enter into the controversy regarding lah or doh as the starting point of a minor scale, because there is much to be said for both sides, and I decline to become a special pleader for either, preferring to be free to use whichever best suits my purpose.

THE NATIONAL UNION OF TEACHERS.

Carmarthenshire Salaries.

The Carmarthenshire Authority still refuses to adopt Scale III of the Burnham Award for all its teachers. As was indicated in these notes last month, there were hopes of a settlement as the result of a conference between the Authority and teachers. Nothing came of it, despite the fact that the Vice-President of the Union and the General Secretary made admirable statements of the teachers' case. At its last meeting the Executive considered the position, and decided to hold a mass meeting of the teachers in order to ascertain their wishes. It is hoped that the Board of Education will intervene and prevent the Authority from making profit by its refusal to conform. If this is not done, there is only one way to deal with the matter. No one wants a "strike" in the area, but unless the Authority changes its attitude it would appear the teachers will be compelled to assert their rights.

Another Concordat.

There is no evidence as yet of any intention of the Government to introduce an "Enabling Bill" this session. This is all to the good. The National Union believes it best to let the vexed question of religious instruction remain as it is rather than impede the progress of education by the introduction of what cannot be other than a bitter controversy. In the meantime, however, "Concordats" appear to multiply. The latest brought to the notice of the Union is the Kent Concordat. Like others it is intended to provide acceptable terms for the transfer of non-provided schools to the Authority. In the opinion of the Executive, however, it is a device to create a kind of school midway between the provided and the non-provided. In the transferred school denominational religious instruction is to be given in a part of the school premises at certain fixed times during the week, and at those times that particular part of the building is to be regarded as forming no part of the school premises! The instruction given is not to appear on the time table, and the children receiving it are to be considered as having been withdrawn from the school under the Anson bye-law. The teachers may "volunteer" to give the instruction, and although all the teachers are to be appointed by the Authority it is to be arranged that the right kind of teachers shall be appointed. The device is ingenious, but it imposes a religious test on teachers who are to be appointed to a Council school and, therefore, cannot be approved.

"The Establishment."

Circular 1388, just issued at the time of writing, will necessarily be very closely scrutinized by the Executive of the Union at its March meeting. Among the many points to be considered will be the "approved establishment" and its probable effect on the staffing of schools. Grant is to be paid upon expenditure properly incurred on the Burnham Award up to the amount required for the maintenance of the "approved establishment" for the year. The Board's idea of an "establishment," suitable for an area may and does often differ from that

of the Local Authority. In the case of an Authority with a very poor sense of its responsibility to make grant dependent on the Board's approval of its establishment may be a good thing for education in the district, but in another case where staffing is better the Authority may find it necessary to reduce the staffing qualification or number, or both, before the Board's approval is secured. Information in possession of the Union shows that staff reductions have already been insisted on in several areas. The Board's standard is evidently below that of the most progressive authorities. The outlook for newly certificated teachers is, consequently, far from rosy, and their case is being closely watched at Hamilton House.

The Teachers Registration Council.

The new method of electing the Teachers Council has naturally been fully discussed at Union headquarters. The Executive fully approves the new Order in Council and the method of election therein laid down. The recognition of teachers' organizations as appointing bodies having been superseded, the Union has considered how best to secure seats for its nominees on the new Council. Although there are members of the Union engaged in teaching in each of the three groups concerned in the election it is, of course, the main concern of the Executive to secure full representation on the Public Elementary Schools Group. To this end three official nominations have been made in each section of that group and members of the Union who are registered teachers are asked to vote for them.

The Easter Conference.

Arrangements are well forward for the Margate Conference at Easter next. Delegates to that conference will be asked to consider a motion by the Executive to reduce the number of delegates to future conferences. The motion has been tabled because the continuing growth in Union membership has so automatically increased the size of the annual conference as to make it extremely difficult to find a hall in which to hold it. This difficulty has now become so great that it must be dealt with, otherwise many towns suitable for conference in every way except in hall accommodation cannot be visited.

Although the Factory Bill is, for the time being, held up by the Government, its provisions have been carefully considered by the Union's Parliamentary Committee, whose main concern is to oppose any increase in the number of hours of overtime to be worked by young people and also to make more effective the medical examination which they have to undergo.

Mr. Ellis, M.A. (Camb.) has been appointed Secretary to the Education Committee of the Executive, and has entered on his duties. There were 89 applicants for the post. Mr. Ellis is not a member of the Executive, but his experience as a teacher and his full knowledge of education conditions are such as to make for success in the performance of his duties in this very important branch of Union work.

BLUE BOOK SUMMARY.

Limiting Standards of Expenditure—Circular 1388.

The percentage system of grants has had its life renewed for at least one more year, but the Board's last circular on the subject (No. 1388 of February 11th) puts a gloss upon it. There must be some "understanding" with Authorities as to the scale of their recognizable expenditure on such of their services as "may be capable of some measure of general standardization," as the official gorgon has it. And so there are to be for 1927-28 certain "limiting standards." These standards are put forward as conclusions to which the Board has come after discussing the matter with the "Grants Committee." Though that Committee is not to be regarded as in any way responsible for these conclusions yet the circular is so worded as "to give effect to their views as far as possible."

We may take it, then, that the percentage system of grants is doomed, though its execution is postponed. And this is, perhaps, the best method of softening the blow. In essence the percentage system is, or was—"What your Authorities spend on this service or that, we will recoup your local exchequer by certain stated proportions of that expenditure from the National Exchequer." The addendum now is: "But your total expenditure under certain heads must not exceed so much or you'll foot the bill yourself." This is the *modus vivendi* for the current year. And the details of this financial limitation, in somewhat shorter expression than the Board's, may be put as follows:

- (1) **ELEMENTARY, ADMINISTRATION AND OTHER EXPENSES**—Forty-five shillings per head of average attendance.
- (2) **SECONDARY EDUCATION AND AIDS TO STUDENTS.**—The increase in net expenditure for 1927-28 over that of 1925-26 on maintained and aided secondary schools, and on aid to students at secondary schools and universities, must be not more than is represented by £25 per additional pupil as on October 1st, 1927, compared with the number on October 1st, 1925.
- (3) **HIGHER EDUCATION ADMINISTRATION.**—Three shillings per unit of average attendance in public elementary schools within the Authority's higher education area.

However, the Board has recognized that these limits cannot be as the laws of the Medes and Persians. There are loopholes of escape. For "these standards will not be regarded as fixed and invariable maxima." But any upward variation must be justified in advance. Under head (1), for example, excess may be justified by arrears of repairs, or abnormally high rates and taxes (but not education rates—they are ruled out), or local systems of inspection which may relieve the Board. Under head (2) also, "Aided schools" means aided by the Authority, not aided by the Board. "This might have the effect of bringing an Authority's expenditure above the limit of £25, though the total expenditure might not, in fact, be unreasonable." In such a case defence is open. And so it is if the Authority is committed to bargains under scholarship schemes.

There remain three other heads of expenditure: Salaries for Elementary Teachers, Technical Education,

and Special Services. On the first grant will continue to be paid on the basis of the Burnham Award for the "approved establishment." The Board assumes that these establishments in the aggregate are in excess of the teachers employed on any one day, and their estimates are founded on that assumption. "For this year, at any rate," Authorities will not be asked to revise their establishment proposals.

As regards technical education, there is no standard—all the Authority must do is to secure a reasonable return for the money spent. But the provision for part-time students should be reviewed from time to time. It is under the third head—Special Services—that the most interesting paragraph comes. The "national policy," it seems, is to complete the school medical service. Special schools are of secondary importance; medical service is primary. This will be good news to some Authorities. At the moment a special committee is discussing the needs of the mentally defective, and that being so "it would not seem prudent to incur heavy expenditure on new schools for such children or an enlargement of existing schools." Authorities may therefore reconsider their programmes for 1927-30 from this standpoint and in some cases substitute proposals for increased medical service for proposals for additional special schools.

Local Authorities and Guardians *ad litem*.

The Adoption of Children Act, 1926, which came into force on January 1st last, embodies a "legal method of creating between a child and one who is not the natural parent of that child an artificial relationship analogous to that of parent and child." This "adoption" is new to English law, and is of more general interest to Local Education Authorities. For under Section 8 (3) of the Act the Court making the order shall appoint a guardian *ad litem* with the duty of safeguarding the interests of the infant to be adopted, "and where the Guardian is a Local Authority the Court may authorize the Authority to incur any necessary expenditure and may direct out of which fund or rate such expenditure to be defrayed." The Home Secretary has expressed the opinion that the Local Education Authority is the best equipped body for the task, and has accordingly addressed a circular to all such Authorities inviting their co-operation where the Court desires it. Of course, the consent of the Authority is necessary, but the Home Secretary thinks that Local Authorities should give a general consent in advance to avoid the necessity of obtaining it in each particular case.

The duties of a guardian *ad litem* are set out in the rules made by the Lord High Chancellor under Section 8 of the Act—in particular, Rule 12. Any Authority acting in this capacity will have to investigate as fully as possible the circumstances of the infant and the petitioner, and this investigation will include (1) a verification of the statements in the petition; (2) whether the agreed reward is consistent with the infant's welfare; (3) whether any insurance has been effected on the infant's life. No doubt Local Education Authorities are in a good position to conduct such an investigation. But it is a responsibility not lightly to be undertaken.

NEWS OF THE MONTH.

Dr. Walter Seton.

The sad news of the death of Dr. Walter Seton was too late for inclusion in the February issue. His absence from the centenary celebrations of University College in June will be a great loss. He had been Secretary of the College since 1903. He was a well-known authority on Scottish history—it was he who proposed that the title of "Prince of Scotland and Wales" for the King's eldest son should be revived—and on Franciscan studies. He was only 44.

Leeds University.

The design of Mr. Lanchester (of Lanchester, Lucas, and Lodge, London) for the new buildings for Leeds University, has been approved. They will cost about £500,000. The library is the centre of the scheme, which involves the removal of the diagonal arm of the existing arts and science building. The physics and chemistry block will be erected first and then the library and the mining department. Mr. Lanchester advised the Government of India on the site of the new Delhi, and was town planning adviser for Madras, Cawnpore, Lucknow, Allahabad, Rangoon, Mandalay, and Zanzibar.

Oxford and Spanish.

The King Alfonso XIII Chair of Spanish Studies has been established at Oxford to commemorate the visit of the Prince of Wales to South America in 1925. The committee formed at the Mansion House, London, collected £25,000 towards its endowment. The University has passed a decree accepting this gift, and undertakes to provide an additional sum of not less than £600 a year to endow the lectureship. Nearly half the £25,000 raised was subscribed by the citizens of Oxford—a proud record.

The Value of Song.

Sir Henry Hadow presented the prizes at Batley Technical College recently, and in the course of his address said: "I observe an omission (in your curriculum). You have brought in literature, but where is your music? Let me entreat you to develop that side. Begin every course of instruction with ten minutes of 'The Vicar of Bray' and 'John Peel.' Believe me it will not be wasted time. That ten minutes will be repaid over and over again in added zest and enthusiasm, and in a more complete and amenable sense of discipline. . . Have something jolly to look at, something jolly to read, and something jolly to sing and play or hear. It will make a lot of difference to you in the long run."

The Datchelor Jubilee.

The Mary Datchelor Girls' School at Camberwell was 50 years old last January. It was opened on January 22nd, 1877, and then had one full-time mistress and thirty pupils. It now has thirty-one full-time mistresses, two part-time and six visiting mistresses, and 600 pupils. A new wing was opened by the Duchess of Atholl, the buildings in which cost between £30,000 and £40,000. Mary Datchelor is buried at St. Andrew Undershaft, City, and at the commemoration service among former pupils present was Miss Edith Davis, the school's first pupil fifty years ago.

Teachers' Labour League.

The activities of the Teachers' Labour League was the subject of questions in the House of Commons last month. Asked by Major Kindersley whether he had completed his enquiries into the circumstances attending the conviction of a Hedley Hill Council School head master for assaulting two children of a miner who had returned to work, Lord Eustace Percy said that the man had been informed that the Board were unable to recognize him further as a teacher in any capacity in any school for which grant is paid by the Board.

Lady Milner's Gift.

Sturry Court, the home of the Milner family, has been handed over by Lady Milner to the Dean and Chapter of Canterbury for the King's School, "with a view to uniting along with the ancient memories and traditions of that school and of Sturry Court, the lofty ideals and far vision of a great servant of the Empire."

The Lent Term and the Boat Race.

In order to lessen the disadvantages that Cambridge oarsmen labour under in keeping the Lent term, the Council of the Senate have recommended that the regulation for the beginning and end of the term should be amended by substituting January 5th for January 8th, and March 25th for March 28th. For the present term they have agreed to the allowance of eight days to the oarsmen who need it, but the Council are not prepared to make such an allowance again.

A Walthamstow Benefactor.

The boys and girls of Walthamstow should be grateful to Mr. W. Mallinson, who has established a Trust for the purpose of sending the best of them from the elementary and secondary schools to the universities. He has already paid the first instalment of £1,200, and will pay six other like amounts yearly. That will provide an endowment of about £10,000. If he dies before the seven years are up, the trustees will at once receive a capital sum of £5,000. There are nine trustees, and Mr. G. F. Bosworth, a former Walthamstow head master, is the Secretary.

The Master of Charterhouse.

The Rev. G. S. Davies, Master of Charterhouse, died on February 12th. He was assistant master in 1873, when the school had just removed to Godalming, and became master in 1908. Old Carthusians everywhere will regret his death, though he was 82, for he kept his youth and his interests almost to the last. He once possessed a handsome black Lapp dog, a trophy from one of his fishing tours in Lapland—an animal that developed, it is said, a curious taste in boys' bowler hats, which he loved to destroy.

Material and Spiritual.

Dr. Cyril Norwood opened the new science laboratories at Plymouth College. In the course of his speech he said it was possible for a school to win scholarships and yet be spiritually dead; it might be teaching its boys how to get on, and yet not teaching them the lessons of self-sacrifice, co-operation, and the ideal of service. Material results might be taken as a proof of success, while the spiritual life in them failed of inanition.

LITERARY SECTION.

BOOKS AND THE MAN.

"Trollope: A Commentary."

It happens sometimes—though all too rarely—that we find a book which is completely satisfying in the sense of leaving us with no questions to ask. Such a work is the one written under the above title by Mr. Michael Sadleir, and published by Constable at 15/- net. Anthony Trollope has been sadly underestimated by some superfine folk, partly because he was indiscreet enough to describe in his Autobiography his method of writing. Your æsthetic minor poet who drinks cocktails as a libation to the muse cannot endure the picture of a man who writes regularly and prefers everyday diligence to elegant dawdling. To those who look at life objectively Trollope has always been a source of sane pleasure, and it is pleasant to find that interest in his work is returning.

This interest will be greatly stimulated by Mr. Sadleir's distinguished work, in itself as absorbing as any novel, presenting a complete picture of Trollope's family against the background of the age, with many glimpses of odd people and sidelights on affairs. For myself, I am convinced that the first hundred pages of this volume are alone worth the price of the entire volume. They describe the life of Trollope's mother, the Frances Milton who married Thomas Anthony Trollope, Wykehamist and Fellow of New College, a barrister of some promise, but a portentous and autocratic muddler in the business of life. "Yet a being scrupulously honourable, and his heart, beneath the layers of shy dignity and sober clothing, was a true and tender one." We see the gay Frances setting forth on the voyage of life with this tender but inefficient partner and we find her taking charge of affairs, and gallantly making provision for herself and her family by writing travel books and novels to the number of more than two score, beginning with a pungent criticism of the Americans at home.

This admirable sketch of Frances Trollope serves to explain certain qualities in her son Anthony—his prolific writing, his robust gaiety, and an acid touch in his comments on conventional people. Mr. Sadleir holds the balance true, concealing nothing, and arranging a wealth of material with consummate skill. In his task he was helped by Henry M. Trollope, the novelist's elder son, who died before the book was complete, but not until he had furnished many pages of notes and answered many questions. It is fitting that the finished volume should be inscribed to his memory.

The "Commentary" is complete to the last detail, with Appendices giving calendars of events in the lives of Trollope and his mother, full lists of their writings, and a classification of Anthony's fiction, with the titles marked according as the books are recommended or strongly recommended for our reading. A chapter on The Books is full of sound criticism and sane enthusiasm. Altogether, a work on which Mr. Sadleir is to be most warmly congratulated.

SELIM MILES.

REVIEWS.

English.

Light on Shakespeare Problems.

SOME "ECHOES" IN ELIZABETHAN DRAMA OF SHAKESPEARE'S "KING HENRY THE FOURTH," Parts I and II, considered in Relation to the Text of those Plays: An Experiment in Textual Criticism: by R. P. Cowl. (Elkin Mathews and Marrot, Ltd. 2s. net.)

This pamphlet opens a way into a new field of Shakespearean criticism. No man used words more boldly than Shakespeare; no man invented more daring forms and expressions. When we meet something startling in the way of an epithet, how can we be sure whether we have a genuine coinage or a misprint? Further, when we find a senselessly misprinted word and guess what is meant, how can we be sure that the emendation is sound or even probable?

Some of these matters must remain for ever conjectural; but for others there is occasionally good evidence to be found outside Shakespeare's own text in the works of his contemporaries and successors. Shakespeare's power of impressing his words upon us is so great that we continually quote him. Dramatists could not write without catching some of his words; nay, he himself caught a few words from others. Here, says Mr. Cowl, is a good field for exploration. Let us see what we can find.

Mr. Cowl has the scholar's conscience and keeps rigidly to his point. He might, we think, have been a little more expansive and so have reached a wider public. However, that is his affair. All we can say is that his examples are unchallengeable. Let us take a pair of instances from "Henry IV," of which, by the way, Mr. Cowl is the best editor.

(1) "Princes flesh'd with conquest." Emended to "flush'd"; emendation shown to be wrong by "Conquest hath so flesh'd them" in another play.

(2) "Yon elf-skin, yon dried neat's tongue." Emended to "eel-skin"; Emendation shown to be right by "that little old dried neat's tongue, that eel-skin" in another play.

Mr. Cowl further assembles a number of "echoes" that are merely "echoes," to show that there is matter in his general argument and to illustrate how the received text can be sustained by them.

In yet another pamphlet, "The Author of 'Pericles,'" he indicates many imitations of Shakespeare in this very puzzling play, which he regards as a pastiche and paraphrase from Shakespeare, and not a work genuinely touched by the master's hand.

The whole question is a little too technical for discussion here, but it is a startling and fascinating suggestion. Those who take Shakespeare seriously will find that Mr. Cowl has made a genuine contribution to the methods of Shakespearean criticism.

G.S.

History.

PRIMITIVE CULTURE IN ITALY: by H. J. Rose, M.A. (Methuen. 7s. 6d.)

The series of handbooks of anthropological studies, edited by Dr. Marett, has now run to half a dozen volumes. This account of primitive culture in Italy is a companion volume to "Primitive Culture in Greece" in the same series, and by the same author. It is the compactest and the most useful book on the subject that is yet available. Separate works on early Roman History, on Roman Law, early and late, on Italian Religion, on Italian Archæology we have already. General works also on Pre-History have recently become fairly common; and there is that very general and very exhaustive storehouse, "The Golden Bough." But here we have gathered together, in 250 pages, what modern research has to offer us of the materials from which was formed "The grandeur that was Rome."

There are chapters, of course, on Race, Gods, Worship, and Magic; Tabus and Priests; Family and Clan; and two whole chapters on Law (is this not Rome?). But the most intriguing chapter of all is the last, on "Some Negative Considerations." Here Mr. Rose shows us how much better (for all practical purposes) is the model of Trajan's Column at South Kensington, given in sections, than the original; how the early Italians had not "either a literature or a language in which a literature would be expressed"; how native Roman art was

but "a sort of superior wall-paper" (*vide Pompeii*); how their music was Greek, and their philosophy also; how "they seem to have had neither the desire nor the ability" to go further in science than was necessary for building purposes. Their trade was "a somewhat hazardous affair, to be girt about with magical or religious sanctions" (some of our own trade would be none the worse for having a religious sanction—and deserving it). But, on the other hand, they were apt pupils. They could assimilate. To the power of retaining "what was good in the old ways" they added the faculty of "assimilating that which was serviceable in the new": and hence, Rome. R.J.

A BOOK OF HISTORY: by Susan Cunningham, M.A. (Cantab.) (Longmans, Green and Co. 3s. 6d. net.)

In this volume Miss Cunningham gallantly tries to compress 1700 years of the history of Europe from the point of view of a Roman Catholic. And with such fine work at packing ages into paragraphs only Nature herself can compete. It is well done and reads easily. One cannot help preferring Dr. Lightfoot's Essay on the Thirteenth Century to Miss Cunningham's rapid narrative of facts in Chapter IX. But if students have to "get up" whole "histories" for examination we must have these rapid "compendia" of facts. For her co-religionists this book will be of great value.

Divinity.

SERMONS OF A CHEMIST: by Edwin E. Slosson. (Jonathan Cape, 1926. 7s. 6d. net.)

These are real sermons (i.e., they are actual studies based on the Bible, and were preached from the pulpit). They are designed as aids to faith in a practical sense, showing how problems in modern science, modern ethics, and behaviour are squared in the author's mind with the records of the Old and New Testaments. They should be of value in the school library both for teachers of science and for sixth form pupils, and for all teachers, since history, literature, and biology are harnessed to the preacher's service as much as chemistry. Some of the references to events and customs in the United States will be unfamiliar to British readers, but that is not a matter of great moment. America is as near to the British Isles of to-day as Scotland was to England of George III.

Mathematics.

STORIES ABOUT MATHEMATICS—LAND. Book I: by D. Ponton. (J. M. Dent and Sons. 3s. 6d.)

This book displays great ingenuity. The twins, Gnome Knowall, the Little Professor, Daddy, etc., etc., are employed to help children to take their early steps in counting up to the metric system and aliquot parts. Exclamation marks abound; dramatic situations confront us in every chapter. Is this paraphernalia necessary? The present reviewer believes that all these attempts (for there are many others besides the one before us) to play at science and mathematics are based on a false psychology. It is assumed that these studies are disagreeable and hard, that they must be sugar-coated with nice play scenes. There is much good teaching in this book—that is, the explanations and illustrations are sound and helpful, if the "let's pretend" business was dropped, and put where the children want to find it—i.e., in real fairy land—then the kernel of good sense in Mrs. Ponton's teaching would have a chance of coming into its own.

Chemistry.

GENERAL INORGANIC CHEMISTRY: by M. Cannon Sneed. (Ginn and Co., Boston, New York, etc., 1926. Pp. vi+674. Price 12s. 6d. net.)

This book does not show any radical departure from the ordinary methods of presentation and arrangement of the facts of inorganic chemistry. It does not pretend to be a comprehensive treatise and is avowedly written with two main objects in mind, namely, to offer the fundamental information necessary to prepare students for the further study of chemistry and related sciences, and to make the treatment broad enough to meet the needs of the large numbers whose major interests lie in other fields. It may be stated that it fulfills these objects: at times, however, one could wish for a somewhat fuller treatment, which might be given at the expense of the space taken up in inadequate descriptions of some of the less common elements and their compounds.

It is characteristic of American text-book writers to seize on the latest advances in science and make use of them in their presentation of the elementary facts of chemistry. This is not always an advantage, as illustrated by the following: "A chlorine atom has a greater tendency to gain an electron than has a bromine atom or iodine atom; accordingly we are able to understand why chlorine displaces iodine from an iodide." This is surely reasoning in a circle, since the greater tendency of chlorine to gain an electron is deduced from the fact that it displaces iodine from an iodide.

In books of this kind, and this one is no exception, the mathematical formulation of chemical equilibrium must often be a stumbling block to the beginner, since it is not clearly pointed out that the concentrations of the reactants occurring are those which they have at the equilibrium point. T.S.P.

A SYSTEMATIC QUALITATIVE CHEMICAL ANALYSIS: by Geo. W. Sears, Ph.D. (New York: John Wiley and Sons; London: Chapman and Hall, Ltd., 1926. Pp. vi+165. Price 10s. net.)

The first edition of this book was published in 1922 and has evidently found favour in America, since a second edition is now issued. Certain rearrangements have been made and the subject matter has been brought up to date. A new section has been added, in which the complete systematic analysis of both metal and acid ions is outlined.

The basis of treatment is the dissociation theory, and the student who uses this book intelligently will have no excuse for not knowing the reasons for the various methods he uses. A marked difference from English text-books on the same subject is that dry tests are not used, nor is much notice taken of preliminary tests in the analysis for acids. Surely these preliminary tests, wet or dry, are of the utmost value, not only in making the student use his powers of observation, but also in giving him valuable information of which he may make use in the later operations.

It should be mentioned that a scheme of analysis for acids is given, which follows in general the method of procedure in testing for the metals. T.S.P.

Biology.

THE STORY OF LIFE: by W. Campbell Brown. (Selwyn and Blount. 1s. net.)

This is a marvellous shilling's worth, one of a series of Elementary Science Primers which Mr. Campbell Brown is editing for schools and for general readers. It is interesting to compare them with the earlier ventures in primers, especially for the famous set to which Huxley and Gladstone contributed half a century ago. For one thing, Mr. Campbell Brown has illustrations—very slight and yet quite helpful. Again, Mr. Campbell Brown writes as a teacher who for years has been compelled to select and simplify so as to meet the difficulties of unfurnished minds. He suggests experiments and diagrams, takes analogies from any handy quarter. A good book, in a good series, and we trust both editor and publisher will find the large support needed to make the venture profitable.

Physics.

A TEXT-BOOK OF SOUND: by E. Catchpool, B.Sc. Revised and enlarged by J. Satterly, M.A., D.Sc. Fifth Edition. (University Tutorial Press, Ltd., 1925. Pp. viii+380. 6s. 6d. net.)

Although it was first written many years ago, this book in its revised form is still in common use among students to-day, and can safely be recommended to those who have not sufficient mathematical equipment to go direct to the more advanced treatises on sound written by the late Professor Barton and the late Lord Rayleigh. It was the author's original intention "to present a clear picture of the external physical processes which cause the sensation of sound," and, consequently, he tended to avoid the mathematical analysis of the different problems discussed as being confusing to the reader. Professor Satterly has fortunately inserted some of the simpler proofs of the formulæ met with, and this has increased the utility of the book, which, however, still suffers from verbosity in its descriptive passages. A good many pages are wasted on instruments which are no longer of any but historic interest, while recent work has received but scant attention. But in spite of all this, there can be no doubt of the truth of the statement in the preface that "the book will be found to provide a suitable course of work for intermediate and final university examinations for a pass degree." R.S.M.

POPULAR EXPERIMENTS IN DYNAMICS: by G. C. Sherrin. (George Philip and Son, Ltd., 1926. Pp. viii+64. 2s. net.)

This is a book of instructions issued in connection with an apparatus designed by Mr. Sherrin to illustrate some of the fundamental laws of dynamics, such as centrifugal force and gyroscopic motion. The model, which can be taken to pieces, and set up in different ways, shows the movements of the earth and moon about the sun, and also the rotation of the moon upon its axis. Further experiments which can be made deal with the Flettner rotary cylinder—that sailing ship without sails—and, most interesting of all, with Foucault's pendulum. It appears to be an apparatus which might well be of great use to teachers, but since the makers have not sent a specimen for consideration, it is impossible to make any criticisms, favourable or otherwise, and judgment must be reserved. R.S.M.

Meteorology.

A SHORT COURSE IN ELEMENTARY METEOROLOGY: by W. H. Pick, B.Sc. Second Edition (revised). (Meteorological Office, London. Published by His Majesty's Stationery Office, 1926. Pp. 127. 1s. 6d. net.)

Dr. Simpson, the Director of the Meteorological Office, states in the preface: "This book has been written by a practical meteorologist for practical aviators, and by a teacher for his students. This is an ideal combination." Quite true, but "practical aviators" are by no means the only people who want to know about the study of the weather, and this interesting little book can be heartily recommended to all those who desire further knowledge on this subject. In the introductory chapter the author writes: "The study of atmospheric conditions and changes is called meteorology, and meteorology is a branch of the wider science physics." It is from this standpoint that the book has been written, and throughout the text the physical principles underlying the phenomena discussed are carefully kept to the fore.

The first part of the book is devoted to general meteorology, and deals with winds, clouds, rain, snow, and kindred phenomena. It is very valuable to have all this rather miscellaneous information neatly gathered together within the compass of a few pages, and this section of the book is certain to be referred to frequently. The author's style is clear, and he writes all the time in a most attractive manner.

Part II is entitled "Synoptic Meteorology," and the science of weather forecasting is explained. This forecasting is carried out by means of the data sent to the Meteorological Office from stations situated in different parts of the world, and the construction of synoptic charts which, in a simplified form, are familiar to readers of the principal daily newspapers. It is hard to have to give up a belief in some of the old weather prophecies, but in Chapter XVII the author manages to dispose of a large number of them as lacking in any scientific foundation. However, it is a comfort to know that meteorology is still a growing science, and it is just possible that future generations may in some cases confirm the ancient traditions of the country-folk in the light of further knowledge.

The last part of the book consists of some rather more specialized chapters on the upper air, and deals with the recent work of Dines and other workers. It is, however, of great interest, and it is to be hoped that it will have to be increased to include further developments by the time—not too long distant—when the next edition of this excellent book will be called for. R.S.M.

General.

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REWARDS AND FAIRIES.

By Rudyard Kipling: The School Edition. (Macmillan and Co. Globe 8vo. 4s. each.)

These are exact reproductions, reduced from the Extra Crown 8vo series, of these famous books. The only variation from the earlier editions is in the omission of the illustrations from the last "Rewards and Fairies." We can heartily welcome this offer to the schools of the books which Kipling wrote for children, the first two while still in India, the last two when he came to settle down in England. Four shillings is beyond the purse of

many schools in these days, even for Kipling. If the publishers had scaled the publication down to the price of the other English classics in their series the circulation would have been easier; but one must not cavil in these days at the cost of valuable copy-right works.

Kipling does not wear his heart upon his sleeve! One cannot, however, doubt that these stories were written for actual children, and, surely, for his own? And did he read them, or tell them off the reel at the fireside? One can fancy the father, coming fresh to England after years of absence, feeling the glamour of old Sussex, determined to give his children what he had missed as a boy at Westward Ho! And now other English children are to share the gift: south country children first of all, for the romance of "dimpled track," of "stilly woods of oak" are beyond all the possession of children bred south of Thames and Trent. Yet these treasures are a common possession for all of English birth, even for those "down under." Some teachers would like an annotated edition, for, while text-book commentary in the traditional style would be absurd, there are many passages where a teacher would be helped by reference to source material. Occasionally the text gives a reference (e.g., p. 16 in "Puck," "Heroes of Asgard Thor"?), but not often. May we not hope some day to have a guide book to Kipling—if he would only write it himself!—telling English children how he came to make up these stories and what help he got from books and libraries. Perhaps this is expecting too much, for his own children, yes—but what claim have children at large, even English children, on an illustrious author who has earned his wage? And yet? what a book it would be if Kipling put his heart into it! J.J.F.

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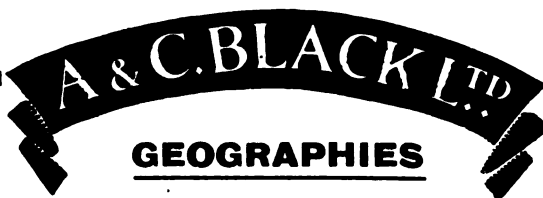
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NEWS FROM THE PUBLISHERS.

The Cambridge University Press will publish early this month a new book by Dr. Bernard Hart, entitled "Psychopathology : its Development and its Place in Medicine." This book, the major portion of which is taken up by the Goulstonian Lectures delivered before the Royal College of Physicians in 1926, endeavours to present a description of the development of psychopathology and a critical review of the chief tenets held by the various schools of thought at the present day.

Two mathematical books which the same Press will shortly publish are "The Calculus of Variations," by Dr. A. R. Forsyth, and a monograph on "Integral Bases," by Dr. W. E. H. Berwick. The latter will form one of the series of "Cambridge Mathematical Tracts."

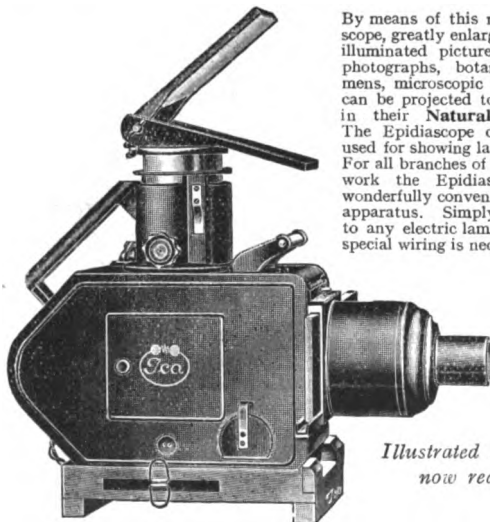
Messrs. Constable announce in their monthly list for February a new novel by Robert Keable entitled "Lighten our Darkness."

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1926.

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NOTICE TO WRITERS.

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 (530 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

APRIL, 1927

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 Ruralized Teacher.

The President of the Board of Education has appointed a committee to consider the training of teachers for rural schools. Oddly enough no teacher is to serve on the committee, although we are assured that teachers will be allowed to give evidence. We are told that the instruction in country schools bears too little upon country life and pursuits, with the result that there is a dearth of farm labourers. Apparently it is thought that if boys and girls at school are taught in terms of cattle, poultry, pigs, and arable cultivation they will develop an irresistible longing to stay on the land. It may be doubted whether the most zealous and inspiring efforts to foster an interest in the habits of the turnip fly will serve to blind the children to the conditions of village life or to the meagre resources of the family exchequer. We all desire the restoration of English agriculture, but we shall not win it by closing our eyes to plain facts or by trying to dodge an economic law by creating a class of teachers who are tied to the soil by a narrow specialized training. Our rural schools have always been hampered by unsuitable buildings and poor equipment. The idea prevails that country teachers must receive salaries lower than those paid to their town colleagues and accept a social status below that of the village parson.

Seditious Teaching.

Members of Parliament sometimes display a naive belief in the power of legislative measures. It is a natural thing and an example of the proverb "Nothing like leather." Some of our legislators, including one who used to entertain us more legitimately from behind the footlights, have lately been making our flesh creep by tales of "Red Sunday Schools," wherein children are taught strange things. As far as can be ascertained, the youngsters exposed to this teaching number about six hundred in a total child population of over six millions. But the maxim *de minimis non curat lex* has no meaning for the earnest promoters of a Bill to suppress blasphemous and seditious teaching. They want instant action. Already the law provides that offenders may be brought before one of the superior tribunals and tried by jury. The reformers demand that local benches of magistrates shall have jurisdiction. Inasmuch as justice would gain if most of these benches were abolished it is difficult to see anything in the new proposals except a grave risk of petty persecution. It is always foolish to invoke the law to suppress opinion.

Preparatory Schools.

The report issued by the Standing Joint Committee of the Headmasters Conference and the Preparatory Schools Association contains some important suggestions. One is that a boy should not be allowed to learn more than two languages in addition to English, at any rate until a firm foundation in the two has been laid. It is interesting to note, however, the committee's view that the most serious defect in the preparatory schools is the general neglect of English language and literature. We are not told that the committee made any attempt to relate these two sets of conclusions. It is difficult to see how any boy under thirteen can give proper attention to his own language and literature when he is wrestling with two and, possibly, three other languages. We learn that too much is expected in mathematics and that the science teaching is misdirected. Most important is the statement that there is a danger that the work in preparatory schools will be too much governed by the requirements for entrance scholarships to the public schools. Where these demand specialization it is found that all save a few exceptionally clever boys are compelled to spend too much time on one or two subjects. The report is a revelation of the effect of university requirements upon public schools and through these upon preparatory schools.

Women at Oxford.

The movement towards limiting the number of women students in Oxford is being discussed as if it were mainly a domestic concern of the University, but the effects of the limitation proposed will extend far beyond a radius of four miles from Carfax. Already it is extremely difficult for an applicant to gain admission to a women's college, even though her school record and attainments are well above the average and far above those required from her brothers in joining a men's college. The competition for places sends up the standard and leads to postponed entry and intensive coaching. Head mistresses copy their colleagues in boys' schools by showing a preference for the products of Oxford and Cambridge in recruiting their staffs. Taken together, these factors have the result of tending to turn the women's colleges into seminaries for women teachers, peopled by students who take themselves too seriously and forget that studies serve for "delight and ornament" as well as for "ability." Undue respect for books, linked with insufficient practice in independent thinking, is an ill-preparation for life and a poor equipment for teaching. We are told that Oxford ought to be mainly a university for men, but this proposition comes too late. When women were admitted an important principle was established. The door which was opened cannot be kept permanently on the chain.

A Scottish Warning.

The Education Authority for Scotland has issued a circular concerning the dangers attending the school leaving examination. The warning is useful and timely, and a similar circular might well be issued by our Board of Education with reference to the school certificate examination. This test is assuming an importance which was not intended at the outset, for it is coming to be regarded as an indispensable avenue to a career. Recently the head master of Osset Grammar School told an audience of parents and business men that a boy of marked intelligence and manipulative skill might find himself unable to gain the first school certificate by reason of a pardonable weakness in languages or mathematics. The truth of this is illustrated in the case of a boy who took the examination last December and failed. Yet he obtained credit in six out of seven subjects, with average percentage marks of 69, 79, and 88 in Latin, French, and German respectively, and 57 in English. In mathematics he gained only 39 per cent., and, therefore, ranks as a failure. Prospective employers so regard him, and some business houses have made rules which prevent them from engaging in certain branches any who have not passed the first school certificate test. It is clear that the examination is being overstressed, to the great damage of the schools and with real danger to the pupils. In assessing the ability and intelligence of children we do wrong to make our tests so momentous that failure affects the whole career of the pupil.

Film Censorship.

The earnest folk who are disturbed by the thought of Communist teaching might do worse than consider the effect of the films shown in picture houses. Here we have a device which makes a very strong appeal to children and to adults who have not grown up. At its best a film may be a masterpiece of dramatic and pictorial art, but there are very few films which can be so described. The majority are rubbish, exhibiting vulgarity and as much indecency as the police will tolerate. The setting is usually foreign, presenting surroundings which we are asked to accept as those of our puritanical and enforcedly sober creditors on the other side of the Atlantic. Against the incredible background of exotic scenery and still more exotic properties and furniture the noble he-man performs feats of daring and the beautiful heroine sheds tears of glycerine. Lately a hundred girls from Nottingham came to London in motor cars to see their favourite he-man in the flesh. This excursion gives us a measure of the influence of the films as a factor in training young people to value right things in the right way. An educational instrument of this power should not be left to be exploited by mercenary and unscrupulous producers. We need a real censorship, working independently of the producers, and charged to secure us from the unwholesome triviality which is now purveyed for profit.

University Government.

On March 9th Mr. T. L. Humberstone read a paper at the Education Guild, in which he described the form of government in universities, past and present. This interesting preamble led to a discussion on the constitution of the University of London, which the speaker described as a child of the Government, established in 1836 on the model of Cambridge. The new constitution, as embodied in last year's Act, was held by Mr. Humberstone to offer a statesmanlike solution of a complicated problem, but he put forward some interesting suggestions for consideration, such as the payment of members of the Council for their labours. This proposal he supported by referring to the recently-established boards for broadcasting and electricity, pointing out that the University Council may have to administer an annual revenue of a million. The speaker urged also that in the election of members of the Senate by Convocation, the Faculties should take no part, since they have separate representation. College Principals should be selected for the Senate on the ground of personal merit and not because of the relative importance of their colleges. Institutional representation should be carefully restricted and provision should be made for retaining the help and advice of "elder statesmen." Some form of proportional representation in electing members to the Senate was suggested as desirable. It is to be hoped that Mr. Humberstone's proposals will be widely discussed. The creation of a real University of London demands hard thinking and the sacrifice of many prejudices.

Isaac Newton.

The bicentenary of the death of Newton was celebrated in becoming fashion at Grantham on March 19th and 20th, when a company of eminent scientists gathered in the ancient school to pay tribute to the life-work of its most famous pupil. In these days of publicity clubs and conventions of advertising experts it is strange to think of a man who made no effort to make his discoveries known, but was content to remain in the background, pursuing his researches for his own satisfaction. We are told that he inscribed his name as a boy on the stonework of a school window. There, at least, his name stands for anybody to see, but if the signature be genuine it stands merely for a boyish prank and not for an early desire for notoriety. Newton showed the spirit of a true scholar and investigator. Unlike some of our modern pseudo-scientists, he did not rush into print with descriptions of incomplete experiments and windy forecasts of new marvels. He was content to carry on his work for its own sake and without thought of company promoters. It would be well if we could re-discover the secret of his content and begin once more to think of knowledge as something worth pursuing and possessing for its own sake, apart from its value in the auction room. Our work in education is too much hampered by shallow considerations of utility.

ROMANCE AND REALITY.

BY BASIL A. FLETCHER.

"Piglet hugged Eeyore's balloon tightly to his breast, for fear it would be blown away . . . And running along, and thinking how pleased Eeyore would be, he didn't notice where he was going . . . Suddenly he put his foot in a rabbit-hole and fell down flat on his face. Bang!!! That was funny, he thought, I wonder what that bang was? I couldn't have made such a noise just falling down. And where is my balloon? And what is this small piece of damp rag doing?"—A. A. MILNE.

It has been said that you do not want a schoolmaster to be dreaming of freedom and ultimate goodness when all a small boy wants is a little help in solving a quadratic equation. Boys do want help in solving quadratic equations. But quadratic equations are not enough. Those whose joy it is to bait the pedagogue are never tired of pointing out the discrepancy between his rather smug ideals and the damp and ragged products of his industry. Mr. H. G. Wells has recently explained the reason for this discrepancy. It is because the schoolmaster is a man who is out of touch with reality. "Essentially schoolmasters are a class of refugees from the strains and novelties and adventures of life. I do not see how they can ever be anything else." So he would have people in schools as little as possible. "The best education for reality is contact with reality." There is some truth in this. One has met schoolmasters who would derive great spiritual benefit from a few weeks work, during a summer vacation, as navvies. Yet it is difficult to know what he means when he talks about contact with reality. Contact with reality may merely mean contact with the advertisements and cinemas and suburban villas of this century, which are probably no more real than the sofas and sidewiskers of the last. There are underlying realities, and there seems no reason why these should not be found in a school when perhaps they would not be perceived in the world outside, or at any rate hard to disentangle from its apparent confusion. When the schoolmaster fails it is more often because he has not found the right dream, or has not dreamed it vividly enough, than for the reason that he has lost touch with reality. There are some dreams, like the dream of Barrie's "Mary Rose" that lead backward and downwards to sterility and evasion. There are others, like that dream of St. Francis, which "opened the gates of the Dark Ages, as of a prison," that correspond to the realities of life, and because of this are creative and in a final sense satisfactory.

Here and there in the history of education you come across a man who has discovered the right dream. In every case his dream is of a school that is a larger family and that is also, in some sense, an ideal society. Pestalozzi was such a man. If you read the articles written to the Press about public schools, you get the impression that the public schools are a kind of iniquitous system that has descended from the heavens and is now firmly settled in our midst. Public schools, as they exist to-day, are largely the embodiment of the dreams of a dozen or so head masters who lived in the nineteenth century. Their dreams were often curiously narrow. They were fortunately wider than some of the little realities of the outside nineteenth century world. In a small book called "Howson of Holt" the story is told of a head master who had a clear conception of a school as an ideal society and whose dream became real. During my first term at Holt, a very small boy came up to me and said: "What do you think of the way we do things here, sir."

He was quite in earnest. He felt me to be an outsider of something that he was inside, and was genuinely seeking some external and unbiased criticism. The interesting point was that he felt it to be *his* school. He and others were part of a thing that was not *run*, as it were, over their heads. They were in the confidence of the Olympians. They felt that they were treated, if not exactly as equals, as participators in something that united head master, parents, old boys, masters, and themselves together as partakers of an excellent mystery. You could, I suppose, have an ideal society of brutally ignorant people. Mr. Howson once said of his school: "This is not the kind of school where, if a boy is not good at arithmetic, he is allowed to keep rabbits instead." I believe, if the kind of society I have mentioned were sought first of all by schoolmasters, scholastic success would be "added unto it."

Mr. Wells is uncomplimentary to the schoolmaster. He is even more uncomplimentary to the elementary school. From the elementary school, he says, emerge generations of boys "with minds permanently crippled . . ." "in much the same state as you would be in if you were operated on for appendicitis by a well-meaning, boldly enterprising, but rather overworked butcher-boy, who was succeeded by a left-handed clerk of high principles but intemperate habits." Such criticism is amusing but not constructive. A more constructive criticism may be made by using the ideas to be found in Graham Wallas's book "The Group Mind." The first condition for successful group life, he says, is continuity. A school should be an organic thing. Organisms must grow, or at any rate, change. How can an elementary school grow? It is enclosed within iron railings. There is no room to grow. There is no space for a head master to turn his dreams into bricks and mortar. It is becoming fashionable to buy large country houses and turn them into public schools. Sometimes, in a generous revolutionary mood, I dispose of all the elementary schools to business men who need offices, and use the money to buy small groups of houses. The schools would still be prisons, but if someone must be imprisoned, it had better not be children. Wallas's second condition for strong group life is the one of self-consciousness. I would have elementary schoolboys taken more into the confidence of the rulers of their schools. It is always a pleasant sight to me to see the head master of Holt going over the school at the beginning of a term, with a pack of little boys, showing them the school, telling them about the way it is run, making them feel part of it, treating them, in fact, as friends. It is difficult to see how a school can feel any self-respect when it is called Trumpington Road School. Roads should be named after schools, not schools after roads. Every school should be unique and individual, as every family is unique and individual. The third condition Wallas gives for strong group life is the existence within a group of still smaller groups. These must not be mere

organizational sub-divisions. They must themselves possess the group characteristics. Even our jails are being reorganized on the house system. I believe a practical measure here would be to establish in all schools one common meal each day. It would, I suppose, be a mid-day meal. It would not be an institutional meal, but a family meal, eaten in small groups, perhaps in the houses recently bought. It could be dignified with a little simple ceremonial, and might do much to achieve the family spirit. Yet even as the idea is contemplated, I visualize staffs of inspectors, memoranda regulating the number of potatoes to be consumed per day, and the name of an urban district council stamped on each roll of bread.

In spite of the conviction of schoolmasters that children have no right to have parents, they ought often to meet them in a friendly and hospitable way. Some children are enigmas until their parents have been met. Visits to the school houses or at a meal, or on a "parents' evening," would help to produce in the school the family atmosphere and also to give the parents themselves a pride in the school which very few feel to-day. Yet none of these suggestions are really practical because they do not apply to any definite local conditions. They are meant to indicate the direction in which much in our national education might be changed from its "institutional" character back to a "family" character. To misquote Chesterton: "If there arose a man who believed in elementary schools, elementary schools would rise to golden towers and ivory pinnacles."

Reality is not so easy to discover as Mr. Wells would imagine, but certainly where you find a school life that is strong and simple, and of the same kind as the life of a family, it will not be an unreal life. There are books written on education which give the impression that the aim of educational research is to discover some kind of formula that will reduce the whole teaching process to a kind of automatic reaction. It is not a formula, but men and women that are wanted. The natural direction of progress is from the family to the institution. What is needed is men and women who will lead education back from the institution to the family. Lewis Carroll says: "Always begin at the beginning unless you are painting a dog green. Then it is wiser to begin at the tail." Some such reversal of the usual order of progress is needed now.

Miss M. L. Potter, M.A., assistant mistress at St. Paul's Girls' School, is to be head mistress of South Hampstead High School as from the beginning of the summer term.

Mr. Frederick W. Thomas, of Trinity College, Cambridge, has been appointed Boden Professor of Sanskrit (Oxford), in succession to Mr. A. A. MacDonell, retired. Mr. Thomas has been Librarian to the India Office since 1903.

Mr. H. Claye, M.A., Gonville and Caius College, has been appointed Assistant Registrar by the Council of the Cambridge Senate. The appointment is probationary for one year, and carries a stipend of £400.

TIME'S FOOL.

BY

LORD GORELL.

I.

*A harmless man, he drifted there
Viewing the sights of London town,
With aged feet and pensive air
Wandering up and down.*

II.

*They let him through the stately door ;
They showed to him the panelled hall :
He was so simple and so poor
He joyed to see it all.*

III.

*They smiled to note his gaze intent
Upon the throne where sits the King
At opening of the Parliament :
They told him everything.*

IV.

*He heard in silence : then he sighed.
" O ancient man, why sigh you so ?
" It is a spectacle," they cried,
" For wonder, not for woe."*

V.

*" When last I saw that royal seat,"
He murmured in a vacant tone,
" Coming the Parliament to greet,
" Ah, sirs, it was my own."*

VI.

*They laughed aloud : " A merry jest !
" Old man, come, drink, and stoutly spring
" More stories of a dotard's best !
" Your name, your name, O King !"*

VII.

*He sighed once more : his answer came,
" If any think I jest, he errs.
" You ask me my forgotten name ?—
" Why, Richard Cromwell, sirs."*

Miss M. Sewell, head of the Mathematical Department of St. Leonard's School, St. Andrew's, Fife, has been appointed head mistress of Twickenham County School.

FLOREAT PECUNIA.

BY DICKON MOORE.

Nicholas Birdson purchased Hillingbury House, Hillingbury, in 1923 for £3,000. His uncle lent him the money on condition that it was repaid in instalments within ten years. Nicholas' friends thought that his uncle should have made a present of the money; Nicholas thought so, too.

Now Nicholas' uncle was a wool merchant, and besides keeping up a residence in Yorkshire he had a town house in Queen's Gate. Moreover, he was the owner of two theatres in the West End, and of three cinemas in Leeds. Nicholas had no accurate idea of the value of his income; it might be £20,000; it might be £50,000. The main point is that he lent Nicholas £3,000 to buy a school.

Hillingbury House was an admirable place for a school. The rooms were bright and airy, the situation was wonderful—on the South Downs. Hillingbury House had previously been the private residence of William Stanton-Henry, Esq., and when he died the property was sold for the moderate sum of £3,000. Nicholas was lucky to get it for that price, and when, in May, 1923, he opened the school with fifteen Loys, he was full of hope for the future.

At the end of Nicholas' first term as head master one parent wrote to him to say that her boy had learned absolutely nothing, and "in my opinion," she said, "this is due entirely to the absence of disciplinary subjects in the curriculum."

Nicholas' teaching methods were certainly peculiar. He would not have more than eight boys in a class; he would not teach them Latin until they were eleven; two hours a day were devoted to the teaching of English; one hour a week to music; two hours a week to natural science, and two hours a week to drawing. And his pupils were not rewarded with marks and prizes.

At the beginning of his second term, Nicholas only had fourteen pupils. At the beginning of his third term he had sixteen, in spite of "the absence of disciplinary subjects in the curriculum." Two of his pupils were sons of Labour members of Parliament, and these members continually sang praises of Nicholas' methods. They admired the reign of freedom in the school; they strongly approved of the open-air lessons and the sun baths, and, above all, they appreciated Nicholas, who, they said, was educating the parents as well as the children.

It was at the end of the Christmas term, 1924, when serious troubles commenced. The boys were doing a performance of "The Critic," and a certain John Boulton did extremely well as *Puff*. After the play, John Boulton's father went to Nicholas and said he wanted to talk to him about John. They were seated comfortably in the study when Mr. Boulton put forward this argument:

"This acting is all very well, you know, Mr. Birdson, but I'd like to tell you quite frankly that I think you overdo theatricals here. Why, you have a play every term! You read plays in school as lessons; you make the boys write plays about history, and you get people from London to come here and act Shakespeare. Surely that's overdoing it? You must think we all want our

sons to be actors, and I can assure you an actor is the last thing I want my son to be. You know—I've mentioned it to you before—I want John to go into the Army, and he's mighty keen on it, too. Now this sort of education is not right for him; he wants something more lively, more manly; he's very happy; he likes you and he likes the whole place, so before I make a decision I'd like to know what you can do to suit my requirements."

Nicholas felt impatient, but he spoke calmly.

"I am sorry you don't approve of my methods, Mr. Boulton. It appears that you are complaining because you are having poor value for your money?"

"Well," interrupted Mr. Boulton, "that is a crude way of putting it."

"But it's the true way?"

"Well . . . yes!"

"Thank you," said Nicholas, "I was afraid so. But I don't think you ought to blame me. I have never advertised this school as an ordinary school. I stated on my prospectus that we do prepare boys for the public schools, but I added that our preparation extends further than that. We prepare our boys to enter the world as citizens of the world, with a brief knowledge of life, and with a strong desire of service to their fellow-men and their country. When you sent your boy here I understood you had accepted my views. Apparently you hadn't; or, possibly, you did not read the prospectus. Anyhow, Mr. Boulton, I intend to run this school on my own lines. Naturally, the methods I employ are the methods of which I approve, and when you mention my 'over-doing theatricals' I am not inclined to agree with you. Theatricals are probably of no use to a soldier, I agree; but neither is Latin of use to a soldier. We can't possibly teach subjects that are to be of use to all boys; but we can teach subjects that can do no harm to any boy. Your boy will be no worse for some experience of acting, and if he wants to go into the Army he will go into it in spite of what he is taught here."

"So you can't meet my requirements?" said Mr. Boulton.

"What are your requirements?"

"To stop all this acting and music business!"

"I certainly will not alter my educational methods in order to please one parent," retorted Nicholas, rather forcibly.

"Very well," replied Mr. Boulton, "my boy must leave you this term. I'm sorry he ever came here. He's learnt nothing. Good-bye."

John Boulton's departure had an unfortunate effect on Hillingbury House. No one else left in the same way, but new boys did not arrive as plentifully as Nicholas wished. In January, 1925, the numbers had dropped to fourteen, and so Nicholas began to wonder when he would be able to pay back the £3,000 he owed his uncle.

But there was no need for him to wonder. His uncle had heard all about the school from Mr. Boulton, who was a client of his, and so he wrote Nicholas this remarkable letter:

"MY DEAR NICHOLAS,

"I hear your school is going downhill. I am sorry, but I'm not surprised. When I saw your ridiculous prospectus I didn't see how such a school could possibly succeed. After all, parents do expect their children to learn *something*. What is the good of making the poor kids listen to some miserable tune on the gramophone! They can do that in any main thoroughfare. And all this 'drama' nonsense! What's the good of it? It just makes a few boys keen on theatricals and then that goes and upsets all ideas a parent has for the kid's future. I tell you, you'd much better give up your school and go into the woollen business. Doubtless you'd sell the place for what you gave for it, so just use your wits.

"I was expecting an instalment of £100 from you, but it hasn't come. I suppose I shall have to wait till next Christmas.

"Your affectionate Uncle,
"THOMAS BIRDSON."

This letter was hardly encouraging and it was fortunate that Nicholas was strong enough to ignore his uncle's taunts, for in June, 1925, one of his pupils, without any cramming, won an exhibition at Winchester. Hitherto Nicholas' pupils had not aspired to such notability; they were content to go as commoners to Oundle, Stowe, Bedales, St. Christopher's School, or even to schools on the Continent. But Winchester! Nicholas' school was saved. He was promised five new boys for the following term. Two were destined for Eton and three for Marlborough. But if these new hopes benefited Nicholas' purse they did not benefit his mind. Being a man of vision he realized what success of this kind meant. If boys were to come to his school merely to be prepared for the public school moulding machine, it meant a hindrance to progress. Wasn't it waste of time to encourage a boy's interest in the drama and music and all creative work, when it would be discouraged as soon as he got to a public school? If the public schools believed in prizes, marks, and military training, surely it was absurd for him to disregard them? To be really successful then, he must have a miniature public school. . . . Nicholas was very worried.

For part of the summer holidays Nicholas went to Germany. There he studied new ideals in education at an international conference held at Heidelberg. On his way back to England, he felt like Macbeth when Macbeth said:

"I am settled, and bend up
Each corporal agent to this terrible feat."

Nicholas was "settled." He must give up his school. The conference convinced him that the old system of education was wrong; but it did not convince him that the new system was right. However, it might be worth risking. Why is it that we hear of Bedales, St. George's, St. Christopher's, and Abbotsholme as progressive schools, but we don't hear of them as popular schools as we hear of Eton, Harrow, and Winchester? He supposed the reason was that people take a very long time to gain confidence in anything that is different from what their forefathers were accustomed to. Either the majority of people are not enterprising, or the "cranks" are not attractive. The "crank" schools lack what few Englishmen can do without—tradition; and the public school system is popular, not because it

is a good system, but because it is a good advertisement. When a name means so much these days, can one blame people for preferring old schools to new schools? No. But if education is going to progress, surely the quickest way, the successful way, would not be in creating "new" schools, but in reforming the old ones? Yes. Nicholas then pictured the Eton of the future: voluntary games, self-government, and co-education.

He turned to his friend Manners, who was admiring the distant view of Harwich from the boat. "What do you think of my Eton of the future?" he asked, having just described his mental picture.

"Harrow would overflow," Manners replied, dryly.

So, at the end of the Christmas term, 1925, Nicholas admitted defeat at a time when the school, with twenty-five boys, looked like prospering.

"You damned fool," yelled his uncle, when he came to Hillingbury House for the "breaking-up" celebrations. "Your school's just out of the mire and you give it up. You must be crazy. Don't you know when you've had a success?"

"Yes, Uncle Tom, I do. But to me this is disappointment, not success. I can see that the school, if it is going to be a financial success, will become the ordinary normal school, and that's not what I wanted it to be. I wanted it to be a progressive school, but it can't possibly progress unless the public schools do, too. A preparatory school has to supply the public schools, and I don't believe in moulding a boy into a type. I can't continue at a job I don't believe in, although if I had plenty of money I'd stay here and stick to my methods in spite of conventional education all round me. But I haven't any money, as you know. I must resign and go into the woollen trade. There seems to be some money there, and ideals would not be so important.

"Are you going balmy?" yelled Uncle Tom. "The rot you're talking! Why, what's the matter with you? Ideas be blown! You've made good and you've got a promising future at this school. Can't you see that? Don't you know a good thing when you've got it?"

"I don't want this school now. That's final," said Nicholas, quietly.

"Well, I'm damned!" replied Uncle Tom. And after a pause, as is the habit with bargainers, he said: "Look here, Nicholas. I'll buy this school from you. I am a business man, and I see good business prospects here. Let's see, you've paid me back £200 since you borrowed the £3,000. Very well! I'll return you £200 and the school's mine. Is that a bargain?"

"It's not a bargain, but I accept your offer," said Nicholas.

Uncle Tom wrote out a cheque for £200 immediately and then Nicholas was free.

Apparently Thomas Birdson had no difficulty in finding a man to take on the rôle of head master; but he had great difficulty in persuading some of the parents that the school was not in worse hands now that Nicholas had departed. Perhaps this difficulty was overcome when he erected at the bottom of the drive a large board upon which was inscribed:

HILLINGBURY HOUSE.

Preparatory School for the Public Schools and the Navy.

Warden THOMAS BIRDSON.

Head Master, J. ROBINSON-SWORD, M.A. (Oxon.).

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village School Mistress (continued).

May 6th (same year).

"Damsel disconsolate despairing." I have been in a fury all day, with vials fuming. Received this report this morning, after visit in April: "Order is, as a rule, well maintained. Arithmetic, oral and mental, should have more attention. With this exception, the children are making very fair progress."

In March we had Mr. A., who stayed two hours and went into everything—three months before the end of the school year. In April Mr. B. came. I was five minutes late by the school clock. You know we have no time regulator. This accounts for "as a rule." Now I maintain the order was most excellent, as every child on the register was there, all playing in an organized manner, girls skipping, boys had football, instead of swearing at the women and "braying" each other as I found them doing every morning when I went up the hill at first. I have now twenty-three on register—average this week, 20.8. Mr. B. stayed ten minutes (simply looked at registers, log, and time-table). Is that in accordance with regulations? The arithmetic has unwearyed, laborious, and painful attention (and cannot have any more), and has greatly improved since it was complained of at first. The result of the "visit" was I did nothing for the school in the Easter week holiday. I do many things usually out of school hours, tin-tack reading sheets, scrub, varnish, etc., paste specimen boxes. The result of this report is to unsettle me altogether. Mr. B. actually asked the children if I were often late. They told him no, but that my mother was very ill. Then he told the new vicar, who, when I mentioned the matter, said "His bark is worse than his bite." But I think not. His bite has caused my cheek to burn all day in a remarkably unusual manner. When Mr. A. came he remarked that we began at ten minutes to nine by his calculation, and in the evening at a political meeting Lord R. said the time of the school clock was a quarter of an hour fast. I do not wonder if teachers become spiteful, petty, and grovelling with treatment like this.

My groanings remind me of Cupid and the Bee:

"Now out, alas, and well a day
I wounded am full sore—
The fly that I so much did scorn
Has hurt me with his little horn."

My sister has had two fits to-day. She can now wear a dress bodice, but her head is still under surgical treatment, cotton wool, cap, etc.; her feet and legs are affected by the injured bone in the head, and, altogether, she is a great sufferer. My mother at 79 seems 20 years younger. She was out a short time to-day, the first time for six months—east wind.

I have spent a great deal in trying to keep the damp out of this painful dwelling—coaling, stoking, cindering

continually. The rats made an exodus when the ferret came, but they have just come in again. My mother saw one at six o'clock one morning walk slowly up the window. She would not believe in them till she found they took biscuits twice on a table near her bedside. The second time they had gnawed through a towel in which they were wrapped besides the paper.

The people now are perfectly amenable. I have not been "hat" (struck with ill words) for a long time, and I can "commandeer" now pretty much what I choose from any of them. . . . The diocesan examination is near. It will be ghastly, too. We had all "excellents" last time, but I have lost my top boy and girl. The next ones have been away with various ills. The subject is too difficult—the portions set ("types," etc.), and, altogether, I am indeed in doleful dumps, not like Witherington, who

"When his legs were smitten off

He fought upon his stumps."

The average age of my scholars is a little over eight years. I am sure most brilliant, clear, accurate, and rapid problems it would be slightly unwise to expect.

The lady from London came to show us how to play rounders, but could not find a place. "May we go in that field?" "No." "This one?" "No." So Mr. H. let the children play in the Church ground. We ought to have a space big enough to play in and in which the children can be kept. The boys' precincts are abominable. I think I shall have two playtimes—each ten minutes; girls ten, boys ten. But the clogs would distract. "Oh! The clang of the wooden shoon!"

September 27th (same year).

I happen to be able to send you with much pleasure a view of our school interior, which I hope you will think improved since that bitter winter's day when you apologized for stumbling among the furniture. I have got a fresh coat of green paint outside, so we are quite smart. The stove is away for repairs, fireguard ordered, so we go on by degrees. I cleaned the room myself after school on Monday in less than three hours; the first time I did it it took me seven hours, then five, then four, now less than three—*accelerando, presto, prestissimo!* When I came I was told it took two women two days—ten shillings for the same that I do about six times a year gratis, and find requisites.

I also enclose a group, the whole school, one girl is absent (18 times out of 30 is her attendance); lives at a distance, delicate (always hardy enough for pie suppers, concerts, late evening merry-makings, and can walk any distance in any weather for same), nearly 14, will soon drift away from school ken.

I seem to find a definite time when school dust becomes poisonous. Then I take soap and water.

JAPANESE EDUCATION.

By H. J. FELLS, B.A.

As one would naturally expect this land, with its tenacious tradition, has a very ancient record as to educational achievement. It is claimed that originally learning was transported from China and the classics of that ancient Empire arrived as early as A.D. 180. In the third century tradition has it that a Korean was appointed as historiographer to the Imperial Court of Japan. Scholars wandered unofficially and officially to China in the early part of the seventh century, and a University was founded at Kioto in the year 794. Both food and clothing were provided for the students, who were those of the highest social rank. Eighty years previously the art of printing had been introduced.

Comparatively soon followed a period which might be called feudal in its political and social aspect. Learning as opposed to military prowess was despised, and this unfortunate condition persisted until the seventeenth century. It was not until one hundred years later that any interest was taken in the knowledge of the West. The impetus came from a rather daring professor who wrote two books containing information mainly acquired from Dutch sources. Subsequent interest developed rapidly.

By the middle of the nineteenth century the last of the feudal fiefs had given way before the central authority and the road was open for legislation of a national scope. The feudal overlords, it is true, had not entirely neglected the possibilities of learning. They founded their own schools but chose their own pupils.

In 1871 a commission of investigation travelled over Europe and America and bore home the fruits of its labour. Immediately there was issued an Imperial proclamation stating that "henceforward education shall be so diffused that there may not be a village with an ignorant family nor a family with an ignorant member." Zeal lacking premeditation resulted in a plan which soon required amendment. Dr. Murray Butler, an American citizen, was called in as an adviser and the basis of Japan's present educational system was well planted.

There is one rather interesting aspect of the power of tradition which affected the teachers. The teachers of the past had been old and grave scholars and this conception had permeated the younger generation. The introduction of more youthful instructors resulted in rather startling breaches of discipline. These teachers, by the way, were miserably paid, the average pre-war salary ranging from £60 to £75.

Attendance is compulsory at the elementary schools between the ages of six and fourteen. The three final years are spent in higher as opposed to ordinary elementary schools. English is taught in all schools in an urban district. Accommodation has to be found for 9,000,000 pupils. About 185,000 teachers are employed in the 25,000 schools.

The secondary or middle schools have a five years' curriculum. These are suitable for boys who are not proceeding to a university. In theory they are open to all boys from an elementary school who obtain a diploma but in practice the entrance is restricted by an examination. The maximum number in any one class is fixed

at fifty, which is certainly sufficiently high. Military training is compulsory in secondary grade schools, and this is a post-war development.

There are about thirty high schools, which exist for the purpose of preparing students for the universities, of which there are five. In addition there is the Tokio University of Commerce with 2,300 students and seventeen private universities which have received official status. The technical and professional schools of higher grade number nearly fifty.

The large sum of 10,000,000 yen received as a Chinese indemnity in 1899 was devoted to educational expenses. Local resources are the mainstay, but every year the Treasury grants 40,000,000 yen for local assistance. Its partition is based on the number of pupils and teachers in each appropriate area.

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

(April, 1852.)

The Case for Music.

"The prominent position which music takes in the development of social intercourse, as well as in the performance of our most intellectual entertainments, renders some knowledge of its nature highly desirable. This can scarcely be acquired too early, and, therefore, it is generally insisted on as a prominent feature in the female curriculum. Why it is neglected in the course of study for young people of the other sex I cannot explain; for if it be a necessary accomplishment for one, it is equally necessary for the other. It should be borne in mind, also, that musical proficiency is in more general request than proficiency in any other art or science. If ever an universal language can be constructed, it must be found in musical sounds.

"For such reasons we strongly advocate its more general cultivation in boys' schools. There are boys in all establishments who, if not severally

'A dunce at syntax, but a dab at taw,'
are dunces at scholastic learning of every kind. All the labour in the world would be thrown away upon them in the ordinary course of study; but, unassisted, they will be found acquiring a considerable knowledge of something they are not wanted to learn; and music is one of their most favourite acquisitions. The proverb which points out one man's meat as another man's poison may be paraphrased in describing the studies of boys. The capacity varies, and the inclination varies still more. The boy who cannot be made to understand a tittle of his Latin grammar, or blubbers hopelessly over his Euclid, astonishes his schoolfellows with his mastery over the Jew's-harp, or becomes to them an inexhaustible source of gratification by his familiarity with a little dog's-eared volume known as 'The London Warbler.' Indicating such deficiencies, with such tastes, instruction should be afforded him in the direction nature has thus pointed out; and if this be properly done, the application of the mental powers brought into play may stimulate the others, and the result be a genius of no common order."

STRASBOURG UNIVERSITY.

A Resume of Progress during the past Seven Years.

By HENRY J. COWELL, Officier de l'Instruction Publique de la France.

The official inauguration of the historic University of Strasbourg—reconstituted under French auspices after the restoration of Alsace and Lorraine to France—took place on 22nd November, 1919, the occasion being marked by the attendance of delegates and envoys from many of the most ancient and most important sister institutions throughout the world. A survey of the various activities of the University during the seven years which have elapsed since then is entirely creditable to the new régime. From the point of view of statistics a very good showing can be made—this, notwithstanding the fact that the most dismal forecasts were made by the retiring Germans as to what would happen after their withdrawal. The largest number of entries and matriculations ever recorded by the German University was 2,037 in 1913 (after the institution had been running under German auspices for more than forty years). This figure was greatly exceeded as early as the second year under the French régime, by the registration in 1920-21 of 2,500. By 1924-25 the figure had grown still further to 2,729, and the attendance is still on the up-grade.

This advance is the more notable when it is remembered that in the German days there was a large percentage of students of German nationality from across the Rhine, whereas since 1919 this element has been, of course, almost entirely absent. Nevertheless, the present University is by no means limited to Alsatian or French students. For example, in 1924-25 the non-French students numbered more than 500, including British, Americans, Poles, Czecho-Slovaks, Yugo-slavs, Rumanians, Bulgarians, etc.

An important new departure has been made by the French authorities (under the initiative of the Société des Amis de l'Université) in the setting up of a Foyer Universitaire—installed in a newly acquired and independent building—which provides accommodation for 200 men and women students. Important developments have also taken place in regard to increased academic and scientific accommodation, these being chiefly due to the munificence of French benefactors. A new laboratory has been built for the Faculty of Medicine, the laboratory of the Institute of Physiology has been considerably enlarged, and a new building has been purchased and allotted to the Institute of Terrestrial Physics. In addition, the building formerly serving as the Kaiser's Palace now accommodates two University organizations—the Institute of the Fine Arts and the Institute of Rhenanian Archæology.

A parallel expansion has taken place in regard to the University's intellectual activities. Strasbourg professors and masters have gone practically all over the world. Names such as those of Professors Weiss, Boin, Blum, Ancel, Leriche, Terroine, are known far and wide. The Institute of Petroleum, founded last year (the only one of its kind in France), is likely to give a vigorous impetus to research in the field of petroleum, geology, and chemistry. Such outstanding names as those of Professors Friedel and Gignoux are associated with this

new development. Already in many fields important discoveries have been made which are bound soon to make their mark in the scientific world. As one example, Professor Ribaud's surprising results in regard to his experiments in relation to electric heat may be mentioned. Reference should also be made to the very active centre of English studies, under the thoroughly competent guidance of Professor Koszul.

A very notable achievement has been the output of the various publications and periodicals issued by the various Faculties—e.g., the *Bulletin de la Faculté de Médecine*, the *Revue des Science Religieuses* (issued by the Faculty of Catholic Theology), the *Bulletin de la Faculté des Lettres*, etc. These manifest the breadth and many-sidedness of the activities of the University. Perhaps the most noteworthy series of these various publications are the *Publications de la Faculté de Théologie Protestante* and the *Publications de la Faculté des Lettres*, both issued in Strasbourg, and reaching together a total of some fifty volumes. Many of these books have been accorded the highest recognition from scholars and academies of every nation. One (by Madeleine Cazamian, *Le Roman et les Idées en Angleterre*) has received a prize from the British Academy.

Apart from the strictly scientific and scholarly side of the University's work, there is what may be described as its "popular" and local side. From the very beginning the University has regarded it as its duty to spread its influence as widely as possible throughout Alsace, and to try to familiarize the people alike of town and country with the higher French ideals and aims. With this object in view, a great University extension scheme was organized. Professors and lecturers belonging to every Faculty go in turn to each of the towns which are the seats of prefectures or sous-prefectures—such as Colmar, Mulhouse, Haguenau, Bouxwiller, Thionville, Sélestat, Ste. Marie-aux-Mines, etc.—and speak of some of the foremost problems of the day, not only in regard to economic, commercial, and agricultural matters but in relation also to science, literature, and philosophy. Some forty to fifty lectures are delivered annually in this way with ever-increasing appreciation.

Finally, mention may be made of the Société des Cours Populaires de Langue Française, whose special purpose it is to spread the knowledge and the use of the French language in popular circles alike in the large towns and manufacturing cities and the remotest villages in the Vosges. In this regard also wonderful success has been achieved by means of the various methods adopted, such as social evenings, theatrical performances, and conversational or musical entertainments. In connection with this work of cultural propaganda, the names of Dr. Dollinger and of Professor and Madame Terracher, as well as that of the Recteur himself (Professor S. Charléty), should be had in remembrance. By means such as those to which reference has just been made it may justly be claimed that the influence of the University is now reaching to the farthest nooks and corners of the province in which it is situated.

LETTER TO THE EDITOR.

To the Editor, THE EDUCATION OUTLOOK.

Women Teachers and Marriage.

SIR,—I believe the tale of the lady who said: "Teaching is not so bad once you get over the disgrace of being an old maid," comes from Scotland, and is regarded in that land of humorists as a funny story. Apparently, however, Miss (or is it Mrs.?) Stone takes it quite seriously. I am disposed to take Miss Stone quite seriously, and I think she is wrong, seriously wrong, with her firstly, secondly, and thirdly.

Firstly: It is absurd to hold that a man who truly loved a woman would languish in silence rather than ask her to live with him on something a year over what she has to earn to keep herself. If he were so selfless, I have a fancy that the woman he loved would soon come to his assistance. Surely a salary is about the least thing which a woman who marries gives up.

Secondly: I think it is time that the conventional theory that women teachers are given to domineering, making speeches, and issuing edicts was cried down. It is an unhappy teacher who adopts any such measure with the cheerful and irresponsible girls of this generation. And out in the wide, wide world, surely we are women before we are teachers, and some of us have at least a rudimentary culture which prompts us to forbear from domineering and the rest of it. I think of many women, gracious, gentle, capable, earnest, yes, and even noble, and they were teachers. And I think of the domineering, speech-making type and they were teachers too—some of them, and many were not. It is a difficult matter to classify human nature according to professional standing.

Is it not possible that choice of profession results from individual character rather than the other way? If women teachers do not marry, is it not possible that they do not want to marry? And, further, may they not have chosen their profession for that very reason? Something in them averse from the domestic life may have been essentially bound up with that love of books and interest in mind which urged them on to college and thence into the teaching profession. Or, perhaps, there was in some of them a sheer love of independence which led them to choose a profession where they could secure it. Why, however, must we always be rationalizing, some do not marry because—they do not want to marry. For, I repeat it, there are women who do not want to marry.

I said "if" teachers do not marry and, indeed, we know some do not, but I know of one staff where seven of eleven members are marrying full soon. It would seem that, teachers notwithstanding, some women contrive to encounter, yes, and to marry men. And that disposes of "thirdly." Men are not less men for appearing on education committees, nor for delivering lectures. Many members of such committees and many lecturers are married and to teachers. Men are to be met at holiday resorts, at friends' houses, and one is almost tempted to refer to *The Times*.

We talk of "frustration." Is there, then, only one kind of frustration—sex frustration? That is to make the chief end of man the production of men in order

that he may produce more men—an unbeautiful prospect. Man has other desires—spiritual, mental—and these are not always perfectly balanced in him, nor qualified by the life he leads. Just as some human beings want marriage others want knowledge, perhaps pure head knowledge, and for those, especially if they are women, marriage would mean frustration. Women who live to cure diseases would suffer frustration if they had to give that up for household catering or society entertaining. I suspect there were more frustrated women among the happy families of the eighteenth and nineteenth centuries than there are among the unmarried working women to-day. For though unmarried they are still working, and even though they want to marry and cannot, they are less likely to suffer while they can work than if they could not.

Admittedly there are those who would marry, but cannot—they might alleviate their pain by an occasional visit to a night club or one visit to an orphanage where their aching hearts might find consolation in the adoption of a child; housekeeper, flat, and dog to follow. They need not, then, become more cynical nor more childish than their married sisters. It seems to me that cynicism and childishness are human and not essentially pedagogic diseases. The proverb "a man (i.e., woman) is either a fool or a knave" has universal application, why apply it only to unmarried women teachers? Divorce courts tell a tale of married cynicism, and as to childishness married women have been known to behave somewhat foolishly before this. I would rather listen to the teacher's account of Mary's spelling mistake than to the mother's account of Jimmy's muddy knee; after all, mud is incidental to Jimmy, but Mary's mentality is her very essence, and the woman concerned with the mud is likely to be equally as childish as the woman concerned with the other.

No, my heart will never flutter unduly when I meet a man, and I shall prefer women friends to men husbands for ever. Only if I could not work with other human beings, and for them, should I feel "frustrated," but even then I trust and hope from the very bottom of my heart I should contrive not to be "pathetic."

Mayfair Road,
West Jesmond.

A. BETTS.

SPOKEN POETRY IN THE SCHOOLS: by Marjorie I. M. Gullan. (Methuen and Co. 3s. 6d. net.)

Miss Gullan has written a fascinating book on a fascinating subject. She shows in a delightful way how the child's instinct for rhythm and his love of rhythmic movement may be the means of quickening his interest in poetry and bringing him to an appreciation of its music and form.

The book ought to appeal to those teachers who desire what is generally called a "practical" book, for Miss Gullan is no mere theorist. She sets out clearly what she thinks should be done, and then as clearly indicates how to do it. There are many happily chosen examples of verse and simple rhymes suitable for little children, and the association of these with the various games and movements which Miss Gullan describes will certainly provide many a happy hour in the infant school.

The later chapters deal with the speaking of verse and with choral speaking. Here again Miss Gullan speaks as one having authority. She is an expert teacher, and her directions are very valuable. A careful study of this book would, we feel sure, have the effect of improving the recitation of poetry as practised in schools.

P.M.G.

PARENTS AND THE "CHILDREN'S HOUR."

By KENNEDY STEWART, M.A.

The B.B.C. are constantly asking their child listeners to write and tell them what they think of the "Children's Hour." One is rather surprised that this invitation is not extended, and extended even more emphatically, to their parents. The co-operation of parents, as the persons in closest and most sympathetic touch with each separate child mind, should be as important as the co-operation of the children themselves to the B.B.C. in their difficult task of administering this potent force in the mind development of the modern child.

The conception of the "Children's Hour" held by grown-ups generally is fundamentally wrong. They tend, on the whole, to regard it as a mere distraction, as another toy to amuse the young. "There's the 'Children's Hour' on now . . . Let the kiddies have the head-phones . . . It keeps them quiet," is the general attitude; but this is not the right attitude. The "Children's Hour" is far more than a convenient silencer provided by the B.B.C. for the temporary muzzling of obstreperous children. It is a definite attempt to evolve a new system of mind development for children, and as such it merits the most serious attention of every thinking parent.

Even if these programmes contained nothing educational and aimed only at providing entertainment they would still have an immense effect on the intellectual development of our children. Throughout the whole span of childhood the mind is especially plastic and receptive; it is constantly engaged, consciously or subconsciously, in receiving impressions and storing them away to form, when sifted and digested in the course of time and experience, the background of character and culture. It is clear that in the case of the modern child the "Children's Hour" is bound to supply a very important proportion of these impressions, a proportion which will gain in the child mind, from the manner of its presentation and from the medium through which it comes, an importance perhaps greater than its due. Every day, every week, and every month the "Children's Hour" is putting more and more of these impressions before your children. Even if they were just trivialities they would be important—important because a surfeit of triviality would be dangerous—but when they are more than merely the old children's rhymes and stories repeated over and over again their importance becomes obviously greater. Think of the cumulative effect of these programmes coming day after day to the eagerly receptive mind of your child and you will begin to realize the importance of the "Children's Hour" to you.

The policy which directs the children's programmes has two objects, entertainment and education, and its aim is to combine these two effectively so as to present that extremely rare but extremely valuable gift, real educational entertainment. It is not an easy task, but its result, especially in the case of children, is worthy of all strenuous endeavour; in fact, it is almost universally recognized nowadays that some modification of this "educational entertainment" method is the only efficient method of educating young children. Such is the receptivity of the child mind that even pure entertainment would be educational in a certain sense, that is, the child would absorb impressions from it, but it might

not be beneficial education. The aim of the programmes, on this side, then, must be to make sure that the impressions are beneficial, that is, to select such entertainment as may help to give the child a correct cultural background, and while not aiming too much at "uplift," to make sure that nothing unworthy or deleterious creeps in. On the more strictly educational side the aim must be to apply entertainment, not as a sort of surface sugaring to the pill such as the children of an older day knew in the "spelling-bee," but as an effective application of the "interest" theory of education, the presenting of facts in such a guise that it becomes fun for the child mind to absorb them.

The entertainment side of the "Children's Hour," which covers a very large field, including music of all kinds, songs, verses, stories, and even plays, has two educational aspects. The first, as we have remarked, lies in the selection of the items and their building-up into a purposeful series of programmes. It is not enough to choose a piece simply because it is "good," its suitability for the child mind must be considered and its place in the general progress carefully thought out. It is not merely a disconnected item such as might be put in an ordinary concert programme, but a brick in a building, the building of a developed sense of artistic values. Obviously it would be ridiculous to go from "Three Blind Mice" straight to a Bach fugue, but the problem is more subtle than that. Briefly stated, it is to start from the very simplest things that the child mind can grasp and work up, with as little "teaching" as possible, to the more difficult but more worth-while things. It has got to be done very slowly and very, very carefully, but in dealing with the unspoiled child mind it is the natural and hence the infallible method of education. The second aspect, closely related to the first, lies in the presentation of the entertainment. In its more obvious form this means the addition of a minimum of carefully-chosen explanation of the items, and in its more subtle aspect, in the adaptation of the items to suit the child mind—such as the recasting of stories like Malory's "Morte d'Arthur" to make them easily understandable by the undeveloped mind while losing as little as possible of their cultural value. These two aspects, of course, must not be pushed to the total exclusion of pure entertainment such as the child loves. That is safeguarded by frequent "Request Programmes" and the growing frequency with which "good" pieces appear in the lists of requests is a tribute to the success of the B.B.C.'s educative work.

The more obviously educative side naturally plays a very much smaller part in the programmes. It consists, for the most part, of talks on various subjects, nature talks, hobby talks, talks of the type which always interest the enquiring child mind, on "how the wheels go round" on the railways, in the post office, and so on. The idea in these talks is, first of all, to give the listeners something they will not get at school, something out of the common grind of "lessons"; and, secondly, to put the facts in such a way that the child is subconsciously acquiring knowledge while he is consciously being entertained. At bottom every child is simply gasping for knowledge—but he does not want it thrust on him—

you must wrap it up for him in the guise of a story or a word-picture, you must grip his interest, make him think he has asked a question and you are supplying the answer. It is a difficult thing to do because the child instinctively shies at anything like teaching presented to him when he is looking for entertainment, but it is an effect worth striving after because the lessons thus taught will make a far deeper impression on his mind than any others can.

Such, then, is the significance of the "Children's Hour." It is an important factor in the intellectual development of our children, and as such we must take a definite interest in it and be prepared to help its organizers where we can. The B.B.C. are in the peculiarly difficult position of being teachers who do not know their pupils. They work out their scheme of "educational entertainment" and send it out into the unknown, but they have no effective means of judging its effect on the listening minds and, consequently, when they are ready to go on from one stage in their educational process to another, they have no real knowledge of how far their first stage has been assimilated and whether the ground is yet prepared for advance or not. They try to get over this difficulty by asking their child listeners to write to them and give their impressions of the "Children's Hour," but that is obviously an unsatisfactory method. Very few children, to begin with, can write a coherent letter, and naturally real criticism of any kind is beyond them. All the data that the B.B.C. can amass from this source is that the children like certain things better than others. That helps, of course, but it is not enough. The teacher in personal contact with his pupils can find out their reasons for preference and he is able to gauge the general effect of his teaching on the development of his pupil's minds. To make a real success of the "Children's Hour" the B.B.C. must be able to do this, too. That, I think, is where the parents might help.

What is lacking in the present system is the link of personal contact between teacher and pupil. The obvious way to get over the difficulty is for the parents to act as this link. They are in the closest and most sympathetic touch with each individual child mind and they, more than anyone else, have an interest in its development. Without being experts in education and psychology they are still the best interpreters of the child mind, because they know it best, because they are constantly watching it growing up from the first baby dawning of intelligence onward, because they watch it with a more loving and hence a more penetrating eye than any other. Surely, then, the parents should become the link between the B.B.C. and their young pupils. They can interpret for the B.B.C. the reactions of their children to the programmes; they can tell just why certain things please their John or Mabel, and why others do not; they can tell whether the stimulus gained from the "Children's Hour" is continuous in its effect, or whether it merely works in flashes when one particular item happens to strike the fancy of the child; they can report the effect that the whole thing has on the child's development over a long period; they can suggest what more is wanted and what can be dispensed with. In short, they can act as the Intelligence Department, giving the B.B.C. staff the information they must have before they can make the most of this great educational force which they control.

ARTISANS' THEATRES IN FINLAND.

BY THE EDITOR.

By the courtesy of Professor R. P. Cowl we are able to publish in this issue some interesting pictures of the work accomplished in Finland in connection with the Artisans' Theatres, which are a noteworthy feature of Finnish life. Since the middle of the nineteenth century amateur theatricals have played an increasing part in the activities of working people. Formerly the Finnish theatre depended upon visiting companies from Sweden, but gradually there has emerged a native theatre, partly Swedish and partly Finnish, so that in a population of 3,500,000, of whom 90 per cent. are Finnish speaking, there are over 200 theatrical companies working on a commercial basis. In addition, there are many amateur companies connected with schools, young people's associations, the Civil Guard, and other bodies.

Most important and most numerous among these amateur companies are those connected with industrial concerns. They form part of the activities of the club-house which is usually to be found in connection with a factory in Finland, and they are linked together throughout the country by a League which acts as a clearing house of information and a source of supply where special costumes or scenery are required. The League has published translations of the most celebrated European plays, making the necessary arrangements for copyright and performing rights. It has also prepared a complete translation of the "History of the Stage," by Mantzius, and it publishes a monthly illustrated journal bearing the title *Työväen Näyttämötaide*. The theatre may engage a professional producer and instructor, but the players are amateurs engaged in the factory. They take great pains to make themselves proficient in their parts, and before a play is produced they attend lectures by university professors who deal with the literary aspects of the play. Such lectures are held during the winter on two or three evenings in the week and arouse great interest. Courses have been delivered on Shakespeare, Shaw, Galsworthy, and the principal French and German dramatists. Instruction is also given in correct speech and stage deportment, and between one theatre and another there is keen rivalry, not unlike that which exists in England between football teams, for each theatre is supported by its own public and the performances are witnessed by well-informed critics. The movement is subsidized by the State and State Committees visit the theatres from time to time. There are also travelling instructors, and during the last four summers there have been organized courses of instruction for workers in declamation, plastic, stage production, analysis of rôles, and the history of the theatre.

As an example of what is accomplished, we may mention the Workers' Theatre at Tammerfors, where they have played "Hamlet," "Œdipus Rex," plays of Molière, Holberg, Strindberg, Pirandello, Shaw, Galsworthy, Ibsen, Tolstoy, and the Finnish classics.

The remarkable work which we have briefly described deserves the careful consideration of all who are concerned with education, for the practice of drama rightly undertaken furnishes an invaluable instrument for bodily and intellectual training.

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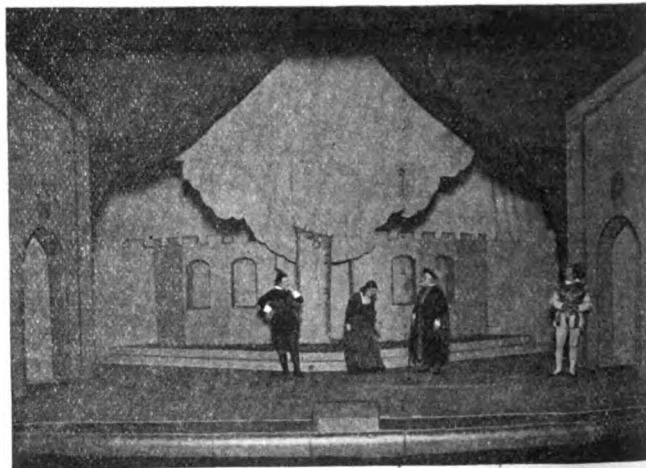
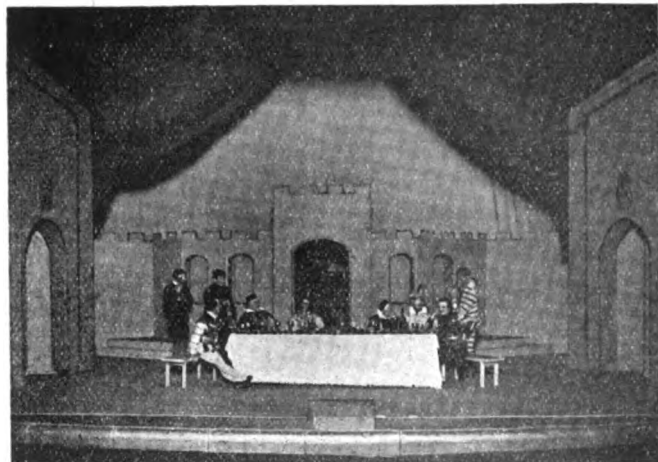
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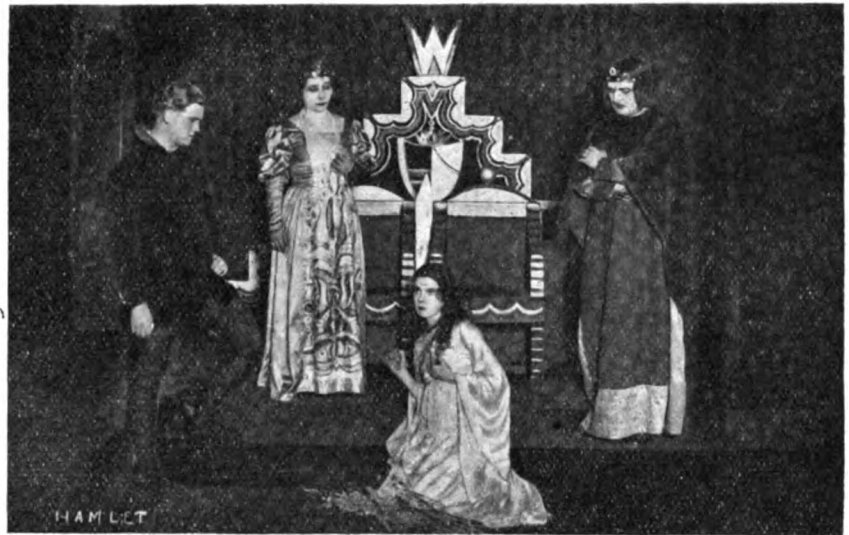


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COLOUR IN THE INTERPRETATION OF GRAMOPHONE MUSIC.

BY ALICE GREEN.

If we can listen to any music with our mind as well as with our ears, if it makes an appeal to our understanding as well as to our emotions, we shall find that it has a far greater and more permanent hold on us than if we listen to it merely as a series of pleasant sounds. It is this appeal to the understanding of young children which forms the foundations of musical training of any value. We cannot, however, teach children the simplest elements of musical construction or "appreciation" by didactic methods; they must absorb it unconsciously.

In the works of great painters, there are certain colours which predominate, and the effect of these "dominant" colours is emphasized by the more delicate tints of the background. In all musical works, and especially in small pieces, such as we are considering, the same principle of contrast applies; the effect of the chief or "dominant" theme is emphasized and contrasted by means of secondary themes. To be able to recognize the change in the music from the "dominant" theme to the secondary theme of even the simplest piece the children need help, and what more delightful assistant could they call upon than colour? Children of all ages will welcome the use of gaily coloured scarves when they are listening to music played on the gramophone. Especially so when they are called upon to wave scarves directly they recognize their own particular tune. It will be found that lengths of "art" muslin about 36-in. by 18-in. are very effective, but the colours may be introduced in any way most convenient.

Four well-known little pieces have been dealt with from this standpoint as a simple means of commencing the ear-training of children from six to eight years of age. As they progress, their capacity to understand more detailed music will be gradually developed until comparatively complex pieces can be undertaken on these lines

"Sweet Kate" (Columbia 3251).—This delightful old country dance is an excellent example of a simply constructed piece of music in what is technically known as "binary," or two-part, form. It is made up of two phrases or tunes, one of four bars and one of eight, each being repeated once, and making twenty-four bars in all. The constant alternation of these two phrases may well be compared with the never-ending story of "The Captain and Alphonso," which runs thus: "It was a dark and stormy night, and the Captain said to Alphonso, 'Alphonso, tell us a story!' and Alphonso thus began: 'It was a dark and stormy night,' etc. If this "story" be told to the children before they hear the record played, they will more easily recognize the constant repetition of the two phrases. It will be a help if the groups learn to hum or sing the phrase represented by their particular colour. Thus we ensure that the children listen with intelligence.

The class should be divided into two sections, preferably for the first time into boys and girls. Those who are to listen to the first phrase should carry the red scarves, while those representing the second tune have blue. These two sections face each other with a good distance between, and when the music starts those holding the red scarves skip forward to the rhythm of the dance, while the others stand still. At the ninth bar

the second phrase is heard, and the children with the blue scarves dance forward, the "Reds" standing still until their phrase comes round again at the twenty-fifth bar, to be followed in due course by the "Blue" phrase. (Although the number of bars is quoted, it is intended that the children should be guided by the tune for which they are listening.)

The children should not find it difficult to recognise the regularly alternating sections of the dance, but should any difficulty be found, they may stand still in their lines while the record is played about half way through, indicating by a jump the point where the change occurs. Continue this for the remainder of the piece, and there will be no trouble about the use of their particular colour.

"Ruffy Tufty" (Columbia 3251).—This is another country dance, but instead of having only two main phrases, there are three. These phrases are capable of being split up into shorter divisions with their repeats, but it will be found advisable at this stage to recognize only three main divisions, and leave more detailed analysis until the essentials have been understood. Three colours will have to be used by the children while the record is being played, and it will be a help to them to learn to sing their respective phrases first, as suggested in the "Sweet Kate" dance.

The three colours needed are red, blue, and yellow, and the children should stand in a ring with the colours arranged in this order. The children with the red scarves will skip round inside the ring for the first four bars, followed at the fifth bar by the "Blue" children. The "Yellow" children have six bars, instead of four, so that the "Reds" will need to listen carefully in order not to come in before their particular tune is heard again. The record finishes at the third complete repetition of the dance.

"La Cinquantaine" (Columbia 3877).—This record introduces the first "composed piece" of music for association with the colour scheme. The children could very well be told that the musical form of "La Cinquantaine" is like a story, but the person telling it finds it so interesting that parts of it have to be repeated. The colours needed will be red, pink, Oxford and Cambridge blue, and the children using them should be arranged in a semi-circle, each group having its particular colour. During the first phrase and its repetition, the children with red scarves should trot round the centre of the semi-circle, keeping in step with the rhythm of the music, but when at the seventeenth bar the second phrase of the music comes, the "Pink" children take their place. This second phrase is something like the first one, and can be likened to two similar fields divided by a low hedge. After the second "rallentando" the "Reds" have their turn again in the centre of the semi-circle for eight bars. They are immediately followed by the "Oxford blue" children, who "skip-hop" to the ensuing strongly contrasting melody, which may be compared with the difference between the field and the highway adjoining. This particular tune is repeated an octave higher, which will give an opportunity of introducing "Cambridge blue" by the fourth section of children.

At the end of this passage there is a "bridge" of four bars, during which all the children stand still. The "Oxford blue" children will have to listen carefully in order to know when to "skip-hop" round the centre of the semi-circle again. This completes the "story" of the music, and then the first two parts are repeated, giving another opportunity for the "Reds" and "Pinks" to trot into the centre. There is no need for the children to keep to any definite formation while they are moving round to their particular tune, but they should be encouraged to keep to the time of the music as far as possible, in order to cultivate their rhythmic sense.

Beethoven's "Minuet" (Columbia 2577).—It should add to the children's interest in this music if they are briefly told some of the chief incidents in the life of the composer—for instance, his childhood, and later, his deafness, which prevented him hearing any music at all. This piece is of almost the same construction as "La Cinquantaine," though somewhat shorter, and the same four colours can again be used.

When the children have heard the record played through once, their previous practice will be of great help in enabling them very readily to recognize the alternation and repetition of the simple but delightful tunes in the minuet. The children with red scarves, as before, lead off with a phrase of eight bars, and this is followed by a phrase of four bars in a somewhat similar style, which should be allotted to children having the pink scarves. At the end of this phrase, the opening melody returns for four bars—a point which will need careful listening on the part of the "Red" children. The trio, or next section, taken by the "Blues," is of a contrasted nature, with a running effect due to the flowing quavers, but its general construction is exactly the same—a phrase of eight bars followed by a somewhat similar phrase of four bars, and concluding with a repetition of the first four bars. The initial section of the minuet is then given again, but without the "repeats"—a point which will have to be explained to the children beforehand, and carefully listened for by them.

The movements and steps used by the children should be in accordance with the graceful and flowing style of the music. There should be no undue hurrying, and the "Blue" children should be encouraged to trip along with dainty steps, in contrast with the more sedate movements of the "Reds."

At this stage the children should be sufficiently advanced to be able to dispense with audible counting. It will be found better to encourage them to "count in their minds" without any movement of the lips, for only by so doing will they lay the foundations of that mental listening which is one of the essentials of real musical training, even in its earliest and simplest stages.

GEOGRAPHY OF THE WORLD: by B. C. Wallis. (Macmillan and Co., Ltd. 4s.)

This is a second edition following about a dozen reprints of the first edition of a very useful text-book in geography. Its most distinguishing feature is the abundant use of statistics, and as these deal with commodities whose values and quantities are always changing a book like this needs frequent revision. The available material has been so presented as to supply data for an approximate measurement of the relative values of the efforts of various countries to cater for human needs. Teachers who want to correlate geography with arithmetic, or to set varied exercises in individual work, will find this book of great value.

E.Y.

THE TEACHING OF GEOMETRY.

By G. C. BARNARD, M.Sc.

IV.

An important place in the curriculum should be given to solid geometry, because the faculty of thinking in three dimensions is in itself useful and adds to one's mental powers. Unfortunately solid geometry is very much neglected in schools, and even when it is taken (usually too late on in the course) it is simply not *solid*, but merely a method of resolving solid forms into successive two-dimensional figures. What is wanted is a treatment of the subject which enables a pupil to acquire the ability to visualize three-dimensionally; to picture a complete solid form, back, front, and sides, simultaneously, to his mind. To achieve this one must work with three-dimensional models, and not merely with plane representations.

Of course this involves a certain modification of technique. In addition to their familiar box of instruments the pupils must use scissors or cutting boards and knives, and gum; and they cannot do all the constructional work sitting down at their desks. Also it will be a boon if there is a special room for geometry, just as there is a special one for chemistry. But the small expense and trouble which all this may cause is quite trivial, being far less than that required by the most elementary science course.

Generally speaking, a good method to follow in studying solids is somewhat on these lines. The pupil should either see a large model of the solid which is being dealt with, or, preferably, should himself have a small model to work with. He should note down, for each solid, the number of corners and edges, and the number and shape of the faces. Then he should draw in his note book:

- (i) A freehand *picture* of the solid, as it appears from any convenient viewpoint.
- (ii) A diagrammatic *skeleton* showing the relation of the edges. This should be done with a ruler, but need not be in perspective. For example, the skeleton of a cube should show a square at the back and front, and parallelograms for the other faces.
- (iii) An accurate *net*, showing the faces of the solid unfolded into one plane.

Having done this he should repeat the net on a larger scale on stiff paper or thin card, allowing space for flaps, and cut it out and make the model. Of course this takes more time than if he merely looked at a book, but it is the only way to learn solid geometry, because it brings the mind into contact with solid forms.

At first the pupil may study the following elementary forms: cube, right rectangular prism, right triangular prism, and right pyramid. I append a few exercises and puzzles on these solids.

- (1) Draw a freehand picture, a skeleton, and an accurate net of a cube. Underneath note down the number of its corners, edges, and faces, and the shape of its faces. (*Note.*—This exercise is repeated with each solid.)
- (2) Construct a cardboard cube with edges 2-in. long.

- (3) How must a plane cut a cube if it is to make the maximum rectangular section?
- (4) Draw a diagram to show that 24-in. cubes may be packed together to form a rectangular prism measuring $4 \times 2 \times 3$ -in.
- (5) A rectangular prism measuring $4 \times 3 \times 3$ -in. is cut by a plane which contains two diagonals belonging to its two largest faces. What is the shape and area of the section?
- (6) Draw the skeleton of a triangular prism standing on one of its rectangular faces as base, and being inside a rectangular prism of the same height which stands on the same base. What is the relation between the volumes of the two prisms?
- (7) Show how to convert a triangular prism into a rectangular prism having the same height and a base of the same area.

At this stage we may also go into the question of the volume of a right prism, using exercises (6) and (7) above to illustrate the two ways of expressing the volume of a triangular prism. The volumes of other solids will be dealt with in their turn as occasion arises. So also the usual axioms and theorems of Euclid XI should be introduced when the need for them arises. This, as it seems to me, is a thing which varies with every class.

We next consider the right square and right triangular pyramids, and after drawing and constructing them as usual may use the following exercises:

- (8) Show how to fold a paper acute-angled triangle into a triangular pyramid which has four congruent faces.
- (9) Draw the skeleton of a cube, and show how to divide it into six equal square pyramids. From the diagram prove that the volume of one of these pyramids equals (one-third area of square base) \times (perpendicular height).
- (10) Show how to divide a cube into three equal square pyramids.
- (11) Having solved No. (10) above, draw the net of one of the pyramids and construct it. (Take the side of the original cube as 2-in.)
- (12) Show how to bisect a cube with a plane in such a way that the section made is a regular hexagon.
- (13) Having solved No. (12) above, draw the net of one of the half-cubes so obtained.

The next portion of the work involves some consideration of angles, both dihedral and polyhedral (Euclid XI, 20, 21), and the theorem of three perpendiculars. All this may be centred round a study of the regular polyhedra. These also provide some interesting puzzles, which I will give here. Having become acquainted first of all with the regular tetrahedron and octahedron the pupil may spend some time studying the relations between these and the cube.

- (14) What solid would be formed in skeleton by lines joining the centres of adjacent faces of a regular tetrahedron?
- (15) Inside the skeleton of a cube draw the largest possible regular tetrahedron.
- (16) Show how to cut a regular tetrahedron into three equal triangular pyramids.

- (17) What solid is formed in skeleton by lines which join the centres of adjacent faces of a regular octahedron?
- (18) Inside the skeleton of a cube draw the largest possible regular octahedron.
- (19) Inside the skeleton of a regular tetrahedron draw the largest possible regular octahedron.
- (20) Inside the skeleton of a regular octahedron draw the largest possible regular tetrahedron.
- (21) Two equally large regular tetrahedra can be inscribed in a cube. Imagine them both in the same cube at once, so that one penetrates through the other. What is the shape of the space which is common to both of them?
- (22) A regular tetrahedron is cut into two pieces by a plane which is parallel to two of the edges and passes through the middle points of the other four edges. Construct one of the pieces so formed.
- (23) All the corners of a cube are cut off by planes which trisect the edges of the cube. Draw the skeleton and net of the solid which is left. Then construct it. The solid is called a *truncated cube*.
- (24) Draw the skeleton and net of the solid which is left when the corners of a cube are cut off by planes which bisect the edges. This solid is called a *cubo-octahedron*.
- (25) Draw the skeleton of the solid which is left after cutting off the corners of a regular octahedron by planes which bisect the edges. What solid is it? Construct it.
- (26) Draw the skeleton of the solid formed by cutting off the corners of a regular octahedron by planes which trisect the edges. It is called a *truncated octahedron*.

Note now that the cubo-octahedron is intermediate in form between the truncated octahedron and the truncated cube.

The two remaining regular solids, namely the dodecahedron and icosahedron, should be drawn as usual, and may be constructed. One puzzle may be given:

- (27) What solid is formed in skeleton by joining the centres of adjacent faces of a regular icosahedron?

So also the semi-regular solids, the rhombohedron and rhombic dodecahedron may be treated in the same manner. If, as is desirable, the teacher has linked up solid geometry with chemistry by referring to some of the commoner crystal forms the hexagonal pyramid and its hemi-hedral forms the rhombohedron, scalenohedron, and trapezohedron, may be considered. In fact, the teacher of solid geometry would always do well to look at a good book on crystallography, or at least consult the chapter which most chemistry books devote to the subject.

I have not yet mentioned the solids with curved surfaces, but these of course must be considered. They do not, however, lend themselves so easily to practical treatment. Finally, I would emphasize the point that all the above work should be done from models as long as the pupils require them. That is to say, if a puzzle on the octahedron is set, the pupil should think it out with a model octahedron in his hands. This is the way in which a three-dimensional sense is to be developed.

(Concluded.)

POSTER ART IN THE SCHOOLS.

By CHARLES RIGBY.

Many forms of craftsmanship have contributed to the perfection of the modern poster. In its infancy the poster was a matter of lettering, of crude and badly printed masses, and execrable combinations of colour.

It would be easy to trace, step by step, how the present high standard of poster art was attained, but for the purposes of the present article it will suffice to observe that it is largely due to the fact that commercial advertising has succeeded in harnessing artistic genius to its purpose. Even artists of the front rank do not now disdain to put their best work into posters.

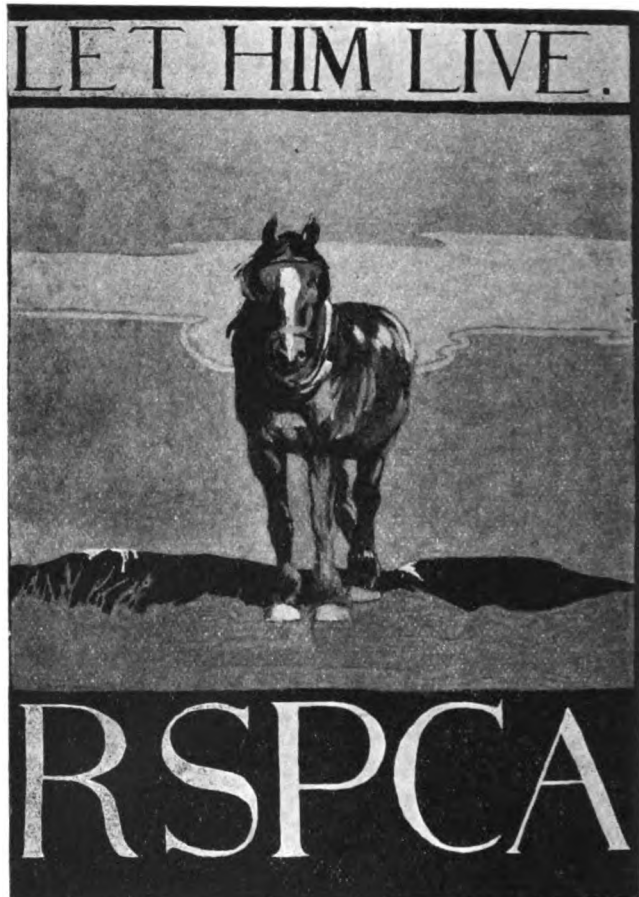
In view of this development, the wedding of art to publicity, it may be of interest to note the important work being done in the Liverpool secondary schools in the making of poster artists. It is too often the experience of those who control advertising departments that their own staffs are apt to stale and become incapable of presenting new ideas. Because of this it becomes necessary, in order to re-invigorate the work of the department, to supplement it by the work of free-lance artists. Many artists who are thus called upon to supply new angles fail to adapt themselves to the requirements of advertising, to link up the artistic conception with the commodity to be advertised, or to grasp the method of appeal embodied in the "copy" basis. It is just this defect which is removed by the training given to young art students in the secondary schools. There, the main objective is to design posters. Art for art's sake does not enter into the curriculum, and the ambition of every student is to direct his talents into some channel of utility, or so to shape his art that it will ultimately fulfil the mission of publicity.

The poster work carried out in the schools and art schools generally is exemplified to a remarkable degree in the Holt Secondary School, Liverpool, students of which have competed regularly and won the annual prize offered for the best poster by the R.S.P.C.A. So far as the present writer knows this is the only national organization which has gone to the fertile field of young minds for new ideas, and it may be said that its policy has been fully justified by the results.

To a certain extent the students are influenced by what they see on the hoardings. Originality is encouraged and displayed, however, and it is remarkable how quickly the young artists adapt themselves to purely commercial subjects. The work is never out of touch with everyday life. In a recent examination at the Holt School, for example, the students were set to design posters suitable for music dealers and pleasure resorts. It was only to be expected that there was some crude work, and, in the case of the music dealer's poster, a failure to link up the picture with the "product"; but, especially in the case of the pleasure resort poster, the colour sense and composition left little to be desired. A good deal of the work done on this occasion would, indeed, have done credit to any advertising department. The posters were on purely modern lines, with striking sweeps of colour, vivid and well-defined contrasts, bold, and correctly balanced.

The question suggested by the work of the Holt and many other schools, and the enterprise of the R.S.P.C.A.,

is, whether other organizations which rely upon poster advertising could not with advantage adopt a similar policy. It is not suggested, of course, that the art students of our secondary schools could ever become serious competitors of seasoned poster artists, but from the point of view of exploring new fields for fresh ideas and effective display, national advertisers might well do worse than turn to the schools.



Poster designed by a boy of 16 at Holt Secondary School, Liverpool.

We are led naturally to the question: What becomes of these student poster artists in after life? It must be remembered that, ever since the day when, in Form I, they entered the art room for their first lesson, they have gravitated towards poster work by strong inclination. They are weeded out in the process, and in the end the dunces drift into offices, while the more fortunate find their way into commercial studios or advertising departments. As things are, however, this process of absorption is not so smooth as may appear, for it too often happens that from sheer lack of opportunity a brilliant poster artist finds himself doomed to fritter away his life in the uncongenial atmosphere of a business office. Such a waste of natural talent can only be prevented by our big commercial firms offering posts to those of the students who show most promise, or by encouraging and adding importance to their work in the same manner as the R.S.P.C.A.

LEGAL NOTES.

Sedition and Blasphemy.

The Seditious and Blasphemous Teaching to Children Bill, the second reading of which was carried by 213 votes to 85, is the same Bill that was introduced by Lord Davenport in 1924. Its main object is to prevent that teaching to children under sixteen, or the selling, reading, or distributing to them of any document containing such matter. The Bill adds nothing to the law concerning blasphemy and sedition; but it does away with the cumbersome method of procedure by indictment by substituting the procedure by summary jurisdiction with a right of appeal to judge and jury.

What is Blasphemy?

Blasphemy consists in attacking by ribaldry, profanity, or indecency, the truth of Christianity. As North, J., said in *R. v. Foote*, Blasphemy "is the contumelious reproach or profane scoffing against the Christian religion or the Holy Scriptures, and any act exposing them to ridicule, contempt, or derision." Lord Coleridge, L.C.J., said much the same in *R. v. Ramsey*, 48 L.T. 733, and Phillimore, J., approved the description in *R. v. Boulter*. The cases were reviewed in *The Secular Society v. Bowman* in 1915, and the judgment of the Appeal Court (Lord Cozens-Hardy, M.R., Pickford and Warrington, LL.J.) re-asserted the view that blasphemy was not a crime at Common Law, and dissented from Mr. Baron Bramwell's view in *Cowan v. Milbourn* (decided in 1867) that merely to speak against Christianity was blasphemous and illegal.

Sedition.

The crime of blasphemy is a misdemeanour punishable by fine or imprisonment or both, but it cannot be tried at Quarter Sessions. Nor can sedition. And sedition, like blasphemy, can be either by writing or speech. The offence consists in endeavouring to vilify or degrade the King in the esteem of his subjects, or to create discontent or disaffection, or to bring the Government or Constitution into hatred or contempt, or to effect any change in the laws by the recommendation of physical force. Though, therefore, it would not be a difficult matter to bring either of these offences home if the evidence adduced by the supporters of the Bill were produced and proved in a Criminal Court, there seems no good reason why it should not be tried summarily in these cases.

Under the Act, an offender would be liable to imprisonment for a term not exceeding four months and to a fine not exceeding £50. It is this pecuniary penalty which is likely to prove the most inhibitory sanction. The table of punishments at the end of Stone's "Justices' Manual" contains not many like it. They are for the most part for offences under the Food and Drugs Acts and the Liquor Laws. Presumably the imprisonment, as in the ordinary case of sedition, will be in the First Division.

Apparently there is no right on the part of the accused to be tried by a jury. The Summary Jurisdiction Act of 1879 made it possible for the more serious indictable offences to be tried by indictment, where the possible punishment exceeded three months, if at the hearing, but before the charge had been gone into, the defendant claimed to be tried by a jury. The procedure under the present Bill therefore seems to present an anomaly in summary procedure.

A SYMPOSIUM IN ROME.

FOURTH INTERNATIONAL MORAL EDUCATION CONGRESS, ROME, 1926: Papers and Proceedings. Ed., Prof. Francesco Orestano (three vols. in mixed languages, to be had for 14s. from Prof. S. Zichichi, Università, Via Sapienza, Rome.)

In spite of objections raised by German educationists (and some Dutch), the eminent philosopher, Orestano, and his Italian Committee successfully co-operated with Sir Francis Younghusband and the International Executive Council, and brilliantly opened the Fourth International Congress of Moral Education in the Grand Hall of the Campidoglio by the Forum, and within an easy distance from the Vatican, on 28th September, 1926. After this inaugural meeting, which was addressed by (among others) the Vice-Governor of Rome, Senator Scialoja, and Prof. Bodrero of Padua, the rest of the sessions, nine in all, were held in the Magna Aula of the University of Rome—a chamber adorned by Cesare Aureli's magnificent sculpture of half-blind Galileo conversing with John Milton. The third of the volumes just published gives a vivid record of speeches in Italian, French, Spanish, German, and English. "Record of speeches" is the proper phrase. Neither the four chief essay-writers nor any of the lesser contributors read any of their papers, the whole of the articles as now issued in volumes I and II being accepted as printed. The result is a lively polyglot interchange of views on "Personality"; on "The Possibility of a Universal Moral Code as a Basis of Education"; and a supplementary topic, passed on from the Geneva Congress of 1922, on "History Teaching in a Spirit of International Sympathy and Equity." On this latter theme, valuable addresses were given by the Roumanian Secretary of the League of Nations Committee of Intellectual Co-operation (M. Oprescu), and by M. L'Héritier, from the International Committee of Historical Sciences at Paris.

The chief interest of the papers and speeches consists in their genuine concentration on questions of the character of youth, and youth's relations with social evolution and the general human psychology, and the clear detachment of the discussions from topics of the status of teachers, methods of school administration, and those small specialisms with which zealots burden congresses. This spirit lends harmony of purpose to divergent schemes of thought. In the remarkable miscellany of voices we may note—from France, M. G. Belot, Dr. Th. Reinach, M. Elie Mossé; from Great Britain, Dr. Cloudesley Brereton, Mr. G. Spiller, Dr. Jessie White, Mr. Fox Pitt, Canon Lonsdale Ragg; from Portugal, Prof. Mattos Ramas; from Roumania, Prof. and Mme. Pogoneanu; from Switzerland, Dr. Ad. Ferrière; from Japan, Prof. Tsuchida; from India, Mr. A. Yusef Ali; from U.S.A., Dr. Felix Adler; and from Italy, Signora Maria Maltoni, Signorina Maria A. Garzoglio, Prof. Ferretti, Prof. Valli; and the Russian exiles are represented by Mme. Jekouline and Prof. E. de Kovalesky. A separate series of papers in Italian describe what may be called the Social Reform and Social Welfare work of the Italian Government, with an official note on the religious instruction. Both for intrinsic value, and for their association with Rome, these three volumes have a somewhat unique attraction.

F. J. GOULD.

BLUE BOOK SUMMARY.

Efficient Schools : Rules 16.

The Board has issued, as Rules 16, a compendium of the conditions governing the recognition of certain types of non-grant aided institutions as "Efficient." Though these conditions precedent are very similar to those for the grant-aided they can strictly not be included in the S.R. and O., known as Grant Regulations. Another reason for their separate treatment is that under Section 21(1) (a) of the Teachers' Superannuation Act of 1925, the Board is empowered to make schemes for applying its provisions to teachers in schools which are not grant-aided.

"These conditions," say the Board, "not being statutory regulations, are not subject to any legal requirements in regard to their publication in draft." The point is hardly worth contesting, perhaps, but Sections 155 and 170 raise doubt. Section 155 (4) says: "Any regulations made by the Board under this section . . . shall be laid before Parliament as soon as may be after they are made," and Sec. 170 (2) defines a certified efficient school as "one certified by the Board of Education." Moreover, par. 3 of these rules says a school, to be an efficient elementary school, must provide an education of an age range of at least three years between 5 and 14 and either "satisfy" Section 170 (2) or have applied for "approval" under the Superannuation Act, 1925. Presumably the Board has a list of these certified elementary schools, as it has of secondary schools, but we have never seen one. The duty of compiling it seems implicit in Section 155. The Board will say, of course, that these rules are not made under this section. If they are not, then where are the others which are made under it?

However, statutory or not, the "rules" are obviously reasonable, and we are assured that the Board has had "the advantage of discussing them with various Educational Associations likely to be interested, and they will be ready to review them from time to time in the light of any comments received and of experience gained in their working."

There are four classes of institutions to which these conditions apply: (1) The certified efficient schools of Section 170 and those under Section 44 of the Act of 1921. The special regulations governing these were last issued in 1908; (2) Secondary schools and preparatory schools in England and Wales (no provision has hitherto been made for preparatory schools in Wales); (3) Training colleges; and (4) Schools and institutions not falling into any of these other three categories. For all four alike there are general conditions. To be recognized as "efficient" their level must be that of a similar grant-aided institution. The curriculum must be "adequate," numbers must be "sufficient," teaching staff "suitable," premises "healthy," "convenient," and "adequately equipped." They must be open to inspection, and must keep the required records. But having fulfilled these conditions there are special ones for each case.

Those for the certified elementary school have been referred to. Secondary schools desiring recognition must show that they are schools whose pupils remain for at least four years up to 16, and that they provide a

progressive course of general education of a kind and an amount suited to an age range of at least 12 to 17. The age range for a preparatory school is three years between 8 and 13, and the pupils must normally proceed to some secondary school or similar institution.

The conditions governing the recognition of training colleges have hitherto been set out in the regulations for training of teachers. They are quite brief: the institution must provide a course of training suitable for students of at least 18 years of age, and there must be provision for practice in teaching under supervision in approved schools. The remaining classes, those schools and institutions applying for approval under the Superannuation Act, may be recognized by the Board "subject to such conditions as may be appropriate." The Superannuation Act will certainly enlarge the number of certified efficient schools and institutions, for the people working in them will not be willing to forego the benefits of the Act, unless, indeed, as Viscount Sandon suggested the other day, they can get better terms outside it.

The Revised Scheme for Handicraft Teachers.

Circular 1389 is the answer of 1927 to the pious hopes of Circulars 1161 and 1167 of 1920—that the majority of handicraft teachers should be "college-trained." The Board recognize that this thing, if desirable, is not possible yet, and that the supply of handicraft teachers will be drawn for some time to come from those who have passed the examinations of the City and Guilds of London Institute. Under the present Code, however, a recognized handicraft teacher must also be a recognized "uncertificated teacher." But in 1928 the preliminary examination for the certificate—the main supply of the "uncertificated"—will be held for the last time. No handicraft teacher can now become "certificated" as an active teacher, and with the preliminary certificate examination gone it would be difficult to secure recognition at all. With the concurrence of the Board, the City and Guilds of London Institute have therefore revised their scheme of examinations. English and arithmetic will be added to the first examination (which will be held for the first time in this form in 1928); and English and the principles of teaching to the second examination (to be held first in 1929). A person who passes the new second examination will be qualified for recognition as a teacher of handicraft under Schedule I, 3 (b), of the Code. He will also be qualified for recognition as an "uncertificated teacher." The road to "recognition" is certainly easier now than in 1923.

Higher Education Grants.

The Higher Education (Substantive Grant) Regulations, etc., Grant Regulations No. 4 of 1927, have been issued in draft, and come into force on April 1st. There are some additional paragraphs, and No. 2 (b), for example, is not one to be read on a drowsy afternoon! These regulations are now made not only under Section 118 of the Education Act, 1921, but also under Section 12 (2) of the Economy (Miscellaneous Provisions) Act, 1926.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Circular 1388.

The Executive at its March meeting gave special consideration to the position arising from the application of general standard limits to the expenditure of Local Education Authorities. The position is complicated by the fact that, except in a few cases, the standard limits set forth in the Circular will cause no interference with the plans of Authorities outside the Scale IV salaries area. Also, it is recognized that even the limits laid now are not to be regarded as "fixed and invariable maxima." These considerations, however, were insufficient to divert the attention of the Executive from the Board's real objective—a larger amount of central control over the expenditure of the more progressive authorities. The Executive, therefore, decided that a motion of protest be submitted to the Margate Conference. It also set up a special committee, with power to act, should the results of enquiry make it clear that an organized campaign would be helpful in any particular area. Authority was also given for financing any action decided on by the special committee. At the moment of writing there appears to be a disposition, even in the areas likely to suffer most, to await the results of their conferences with the Board's officers. The London Authority is holding its hand pending the Board's decision on the case as presented by the Education Officer.

Salaries.

Despite the fact that the Burnham Scales hold the field until 31st March, 1931, and that the scales together with the Board's decisions on certain points arising therefrom have now been codified and issued as a complete report, there continue to arise special points for decision. It has, therefore, been decided that the Reference Committees of the Burnham Committees shall meet at certain fixed times for the consideration of these disputed points. The first meeting under this arrangement will be held on 1st April. The Salaries Committee of the Union has decided, with Executive sanction, that its chairman and vice-chairman shall meet the Union's representatives on the Secondary and Technical Burnham Committees for consultation on cases and points arising out of the Secondary and Technical Reports. The position in Carmarthenshire has not changed since last these notes appeared. The Executive is seeking an interview with the President of the Board and it is understood this may be granted as soon as the Local Authority has informed the Board fully of its own case and attitude.

The Margate Conference.

There promises to be a large attendance of Local Association representatives at the Annual Conference at Margate. The Conference will be welcomed on Saturday morning, 16th April, by the civic authorities, representatives of the religious bodies, and members of education authorities. The opening ceremony and subsequent meetings will take place in "The Pavilion and Winter Gardens." The use of the pavilion has been generously granted for the purpose by the Town Council; its accommodation, situation, and acoustic properties make it an ideal meeting-place.

First Business of the Conference.

Mr. F. Mander, B.Sc., will be installed as President immediately after the conclusion of the civic welcome, and will proceed to deliver the presidential address. He is expected to deal with current happenings in the world of education and may be depended on to deal with them ably and forcibly. The results of the annual elections will then be announced. For Vice-President the candidates are Miss E. R. Conway, Miss F. Dunn, Mr. Cowen, Mr. Hill, and Mr. Papineau. Which of these will be elected is a matter for conjecture—there are many different opinions. Mr. W. D. Bentliff will again be declared duly elected as Treasurer, there being no contest. For seats on the Executive there are the usual contests and at least two new members will be elected, as neither Mr. Wing nor Mr. Steer will seek re-election. Cambridge will be announced as the place for the 1928 Conference, and then will follow the reception of deputations from organized bodies of teachers in other lands.

The Agenda.

There will be four public sessions, and these will include discussion of such important matters as "Circular 1388," "Raising the School Age," "Adult Education," "Examinations," "Reduction of Staffs," "Size of Classes," "Playing Fields," etc., etc. The private sessions of Conference will be three in number. The matters to be discussed include the Annual Report of the Executive and resolutions arising therefrom; the Union's Balance Sheet and Financial Statement and the Report of the Examiners of Accounts. Among other domestic matters on the agenda are a motion to create "Associate Members of the Union," motions on "The Re-grading of Schools," "The Supply of Teachers," "Salaries of Men and Women Teachers" (a protest against differentiation in increment), "The Appointment of Registered Teachers to Administrative Posts," "Religious Instruction," "Dismissal of Women Teachers on Marriage," etc., etc. There is plenty of work for the Conference and promise of many lively debates.

Other Activities.

Outside the main business of the Conference the delegates' time will be fully occupied. The annual meeting of the Teachers' Provident Society will be held on Easter Monday evening, and the annual meeting of the Benevolent and Orphan Fund—this is its Jubilee Year—will take place on Tuesday evening. The Duchess of Atholl will receive purses for the fund on Thursday afternoon. Other meetings include a meeting of "Members and Officials of Education Authorities" on Tuesday afternoon, when Sir Percy Jackson and Miss Grace Hadow will give addresses on "Adult Education"; a meeting of "Teachers engaged in Higher Education" on Tuesday evening; a joint meeting of "Teachers engaged in Continuation Schools and Rural Schools," when Mr. E. Salter Davies, M.A., Director of Education for Kent, will give an address on "The Education of the Adolescent;" and there are other special meetings! From the above it will be seen the delegates are to have a very busy week.

NEWS OF THE MONTH.

A New Departmental Committee.

A Departmental Committee has been set up to consider the desirability of providing courses of training specially suitable for teachers interested in country life and occupations; the framing of the syllabus of an examination open to rural pupil teachers and others which would qualify them for admission to training colleges, or for recognition as uncertificated teachers. The committee consists of: Mr. J. Q. Lamb, J.P., M.P.; The Vice-Chancellor of Reading; Miss M. M. Allan; Mr. W. A. Brockington, O.B.E.; Professor A. A. Cock; Mr. P. G. Dallinger; Mr. H. Hartley, H.M.I.; Sir Percy Jackson, J.P., LL.D.; Mr. E. W. Maples, O.B.E., LL.D.; Mr. J. O. Peet, H.M.I.; Miss A. E. Wark, Chief Woman Inspector. The Secretaries are Mr. G. K. Sutherland and Mr. M. Sweeney.

Essentially Superior.

Lord Eustace Percy opening the Park Central School, Barking, last month, which cost £27,000 and accommodates 720 pupils, said no invidious distinction must be drawn between the secondary school and the central school. They wanted a change of name for the central school and he welcomed "Modern School" as suggested by the Consultative Committee. But "Central" or "Modern" the parents know that one provides "free" education and the "Secondary" or "Grammar" schooling means "fees." Therein lies the latter's "essential superiority"—for the superior people.

Dalcroze Eurhythmics.

Monsieur Jaques-Dalcroze will give a lecture-demonstration—the only one this season in England—before the Music Teachers' Association, in the New Scala Theatre, Charlotte Street, W.1., on April 2nd, at 2-30. Sir Henry J. Wood, Mus.Doc., will take the chair, and Sir Edward Elgar hopes to be present. The general public can obtain tickets from the Theatre or the London School of Dalcroze Eurhythmics, 23, Store Street, W.C. A summer school under the personal direction of Monsieur Jaques-Dalcroze will be held at St. Mary's Hall, Kemp Town, Brighton, from August 2nd to 13th inclusive.

"Mentally Defective" Figures.

In the course of a reply by the President of the Board of Education to a question by Mr. Morrison, he stated that 110 Authorities had made no provision for the education of defective children. In 1925 there were about 33,000 mentally defective children classed as educable in England and Wales. Of these 15,773 were attending special schools, 12,470 were in public elementary schools, 860 at other institutions, and 3,872 were at no school at all. The accommodation in schools for mentally defective children on March 31st, 1925, was 16,746; in 1926, 17,154.

Marriage and Resignation.

The head mistress of the Mathersey Church School, Nottingham, wrote to her managers last summer to apprise them of her impending marriage, and told them she would like to keep her post after that event, but not later than March 31st, 1927. The managers assented and appointed her successor as from April 1st. The

letter was construed as a resignation. The lady protested her surprise at such an unreasonable view! The managers therefore gave her three months' notice. Further protest. But the Nottingham Authority has approved the action of the managers, so the protest we fear will avail nothing. It is really impossible to see what other construction could have been put on the head mistress's first letter.

Certificated and Uncertificated.

The National Union of School Teachers (not to be confounded with the N.U.T.), at its annual meeting in Manchester, has described the proposed resolution for the Margate N.U.T. conference, "That no more uncertificated teachers should be appointed to elementary schools," as "mean and contemptible." A further resolution urging an enquiry into the qualifications of elementary school teachers and the need of a new system of qualification is one which could be acted on with advantage. It is time these dubious terms "certificated" and "uncertificated" were relegated to limbo. However, the much aggrieved "uncertificated" can take comfort in the knowledge that most of the highly qualified heads of secondary schools are also "uncertificated" teachers.

Pembroke and Pay.

Alderman Lloyd, of Pembroke, objects to teachers receiving salaries during idleness enforced by compulsory closing of the schools during epidemics. It seems that for three whole weeks the schools had been closed by influenza and the teachers had gone on receiving full pay! But surely he has overlooked the fact that the schools are closed during holidays, and yet teachers get pay all the same. However, as he received no sympathy in his protest, the iniquitous custom will live on, even in Pembroke.

Agricultural Scholarships.

The Ministry of Agriculture's five-year experimental scheme of scholarships for the sons and daughters of "agricultural" persons is to be continued, slightly modified. There are Junior Scholarships (120) for short courses at farm institutes, in dairying, horticulture, poultry-keeping; and Senior Scholarships (10) for diploma or degree courses at Agricultural and Veterinary Colleges and Universities. Under certain conditions these senior scholarships are awarded without the necessity of passing through the junior grade. Application forms and full particulars may be obtained up to April 30th, from the Ministry of Agriculture and Fisheries, 10, Whitehall Place, London, S.W.1.

A Father's Gratitude.

A Cheshire father of nine had four of his children at Springfield Senior School, Sale. As a mark of his appreciation of what had been done for them, he has presented the school with a gramophone and a number of records, as well as a sum of £100 to be invested in trust for the benefit of the scholars. As his own boys and girls, he says, had received a free education for which he could now afford to pay, he would like to help the other children. A highly virtuous sentiment; but as a ratepayer he has not really got off scot free in the past.

LITERARY SECTION.

BOOKS AND THE MAN.

The Inside View.

It is to be feared that Mr. H. L. Mencken, the editor of *The American Mercury*, is on the way to making himself thoroughly disliked by his compatriots in the United States. Nothing, I imagine, could be more disquieting to a simple-minded people than the reflection of themselves which Mr. Mencken provides in *The American Mercury* and collects together from time to time for a wider public. His latest volume of "Americana," published in this country by Martin Hopkinson at 7s. 6d. net, is a compilation of acidulous delicacies which are thoroughly enjoyable if taken in small doses. The volume is one which should be bought and read in hours of depression.

It must be understood that these extracts are taken from the columns of the American newspapers named and that in the volume we have represented most, if not all, of the States of the Union and certain foreign countries, including England. The extracts quoted below are native American and relate to education.

ARIZONA. *Patriotic dictum of the Rev. O. L. Martin, a visiting evangelist at Peoria:*

"If I had my way there would be no language taught in the United States except English, and any foreigner coming here would be immediately sent back if he could not speak our language. I am a 100 per cent. American."

ARKANSAS. *Æsthetic note from the State University:*

"Paul Whiteman was first and Beethoven second in a plebiscite recently taken of the student body of the University of Arkansas to determine the identity of 'the world's greatest musician.' For third place, there was a tie between Paderewski and Henry D. Tovey, Director of the Musical Department of the University."

COLORADO. *Progress of the Higher Learning in the Rockies, as revealed by a recent Greeley dispatch:*

"The Colorado State Teachers' College has opened a course in janitor engineering, in which the six janitors of the college are being instructed in the intricacies of sweeping floors, washing windows, and tending furnaces."

IOWA. *The Hon. Effie Cherry, candidate for Mayor of the cultured town of Cedar Rapids, on art and the future of America:*

"Do we want a generation of artists? . . . When I went to school we had none of these high falutin ideas. We learned how to read, write, and spell. There was no painting of pictures. And we got along just as well."

KANSAS. *From the resolutions adopted by the Lyon County W.C.T.U.:*

"Passages in 'Mother Goose' which mention tobacco or alcoholic beverages should not be read by children, and songs which mention tobacco should not be tolerated at State music contests."

MASSACHUSETTS. *How Boston is regaining her old reputation as the cultural center of America, as revealed by a United Press despatch:*

"A college course for washerwomen, designed to do away with all knuckle-scraping rubbing over wash tubs, is being organized by the State University Extension Division here."

MISSISSIPPI. *Proud boast of the "Deer Creek Pilot," of Sharkey County:*

"It is with a great deal of pleasure that we announce to the people of Mississippi that, at last, we have gotten out of our text-books all matter that reflects on the south in any way and all objectionable matter in reference to the theory of evolution. We believe that we have for use in our agricultural high schools next year the only text-book on biology that does not mention the subject of evolution."

NEW YORK. *Patriotic words attributed to the Hon. Frederick A. Wallis, Director of the Department of Correction of New York City:*

"Crime can never be eradicated in America until we see that no one teaches our youth in the public schools who has not taken the oath of allegiance to the Bible and the Flag."

NEW YORK. *Progress of the Higher Learning at Cornell, as revealed in a recent news report:*

"The first class of college-trained hotel men was graduated from Cornell University recently. Everything from potato peeling to assignment of the bridal suite was included in the curriculum. Diplomas of the graduates vouched for the ability of the college-bred hotel men to cut and roast a steer, to make beds, to hop bells, to make arrangements for a business man's club luncheon, or an epicure's banquet, etc."

OHIO. *What it means to be a teacher, revealed by a blank sent to an applicant for the position of teacher of art at Glendale College:*

"Describe and estimate your personality by underscoring the proper words or phrases:

Positive Elements: Graceful, dignified, modest, gentle, cultured, efficient speaker (pleasing, clear, mellow voice), refined language, jolly, sociable, congenial, co-operative, loyal, teachable, forgiving, hearty eater, thrifty, careful in business matters, optimist, religious, reverent, prayerful, devout, spiritual, pure-minded, faithful in religious observance, Bible student, good moral and religious influence, patriotic.

Negative Elements: Lame, immodest, sensitive, faulty in grammar, slangy, critical, argumentative, sarcastic, pessimistic, irreligious, irreverent, poor moral influence, no public spirit."

From the foregoing will be gathered some taste of the quality of the book. By contrast the extracts from foreign newspapers are mild if not dull, but we should do wrong to plume ourselves on any fancied superiority, for the most cursory knowledge of English country-town journals and parish magazines will correct any belief that we are essentially immune from criticism. An English Mencken would be a valuable asset in our public life.

SELIM MILES.

REVIEWS.

Education.

Shakespeare for Schools.

AS YOU LIKE IT.	JULIUS CÆSAR.
TWELFTH NIGHT.	KING LEAR.
MUCH ADO ABOUT NOTHING.	CORIOLANUS.
RICHARD II.	THE TEMPEST.
THE MERCHANT OF VENICE.	

By William Shakespeare: edited by different hands under the general editorship of Sir Henry Newbolt. (Nelson. 1s. 9d. each.)

These plays of Shakespeare are published in Nelson's "Teaching of English" Series, and each volume is introduced by a general preface by Sir Henry Newbolt, in which the purpose of the series is stated to be to make "the reading of Shakespeare's plays as easy and straightforward as possible." With this object in view the notes at the end of the volume are kept within moderate dimensions and a glossary of rare or difficult words is printed at the bottom of the page on which the words occur, thus saving the reader the trouble of turning to a different part of the book. For the text and glossary, so admirably produced at so cheap a price, we have nothing but praise. The only feature which seems to us of doubtful value is that which appears at the end of each volume under the caption "On Thinking it Over." This is described in the preface as "a causerie . . . for any who are studiously inclined," divided into two sections "for younger boys and girls" and "for older students," and it contains, among other material, a large number of questions. These may help students to pass examinations or be of assistance to incompetent teachers, but it is unlikely that they will serve any other purpose. They will not help to popularize Shakespeare, and we doubt if they are much help to an understanding of his plays. But the plays themselves, with adequate glossary and notes, are something to be grateful for, and those to whom the causerie does not appeal can ignore it. H.C.

English.

- SENSE AND SENSIBILITY: Abridged by Mrs. Frederick Boas. (Macmillan. 2s.)
- COBBETT'S RURAL RIDES: edited by Guy Boas. (Macmillan. 1s. 9d.)
- CARLYLE: ON HEROES AND HERO-WORSHIP: edited by H. M. Buller. (Macmillan. Two vols. 2s. each.)
- SELECTIONS FROM SHELLEY: edited by E. H. Blakeney. (Macmillan. 1s. 6d.)
- THE OLD CURIOSITY SHOP: abridged by Dorothy M. Stuart. (Macmillan. 1s. 9d.)

These volumes belong to Macmillan's excellent and well established "English Literature Series," which, under the general editorship of Mr. J. H. Fowler, has achieved an almost unique position in schools where the teaching of English is taken seriously and allotted its proper place in the school curriculum. Mr. Fowler has behind him a long and worthy record as editor and anthologist, and the publishers did a good day's work when they secured his services as general editor. Of the volumes before us as we write, "Sense and Sensibility" seems to us the least satisfactory. Jane Austen does not lend herself to abridgment so readily as Dickens, and we are not sure that her novels are not best left till they can be read and appreciated in their entirety. But this, of course, is merely a matter of opinion, and we have no quarrel with the manner in which Mrs. Boas has performed her task. Our only other criticism of these volumes is that Mr. Blakeney in his introduction to the "Selections from Shelley" is too inclined to apologize for the poet, and that his selections might with advantage have been more numerous.

A HANDBOOK OF ENGLISH INTONATION: by Lilius E. Armstrong and Ida C. Ward. (W. Heffer and Sons. 5s. net.)

This book is, we gather, intended mainly for the use of foreign students who find a difficulty in acquiring a proper intonation of English speech. We are inclined to think that the phonetician tends to overrate the power of the eye in helping us to acquire accurate speech sounds. We should have thought that intonation, perhaps even more than pronunciation, is a matter for the ear. But we readily admit that in helping to standardize pronunciation, phoneticians have been of service; and perhaps the graphic presentation of standard intonation may prove equally useful.

At any rate, it is interesting to see these intonations thus presented, and the book will appeal to those who are making a close study of speech training and phonetics. It is the outcome of personal observations made by the authors, and is evidence of their knowledge of the subject and of their skill in detecting intonations in common use. P.M.G.

ADDISON: Selected Essays: edited by G. A. Sheldon.
MILTON: "Paradise Lost." Books I, II, and III.
(A. and C. Black, Ltd. 1s. each.)

The feature of these books is that they outline a method of reading the masterpieces of literature which is deserving of notice. The first reading is for the purpose of getting a general idea of the whole; the second is for more intensive study; and the third should be associated with other books which throw light on the text. For each of the three readings there is a series of questions for the pupil to answer. A few notes on the text and a list of suitable reference books are added. P.M.G.

EARLIER ENGLISH DRAMA.

LITTLE PLAYS FROM SHAKESPEARE.

NINE MODERN PLAYS.

JOHNSON AND BOSWELL IN THE HIGHLANDS.

CHAUCER AND SPENSER.

(Nelson and Sons. 1s. 9d. each.)

These are five more volumes in "The Teaching of English Series" of which Sir Henry Newbolt is the general editor. We have already spoken in these columns of the excellence of this series, and the present volumes well maintain the high standard of those already noticed. P.M.G.

MATRICULATION ENGLISH COURSE: by W. H. Low, M.A., and John Briggs, M.A. (W. B. Clive. 5s.)

This book is an old friend with matriculation students, and is now in its fourth edition. It is a comprehensive volume and covers all the ground for the examination except the special English texts, which vary from year to year. There are copious exercises the working of which will provide the student with excellent training for his purpose.

ON WRITING AND WRITERS: by the late Sir Walter Raleigh. (Arnold. 6s. net.)

"On Writing and Writers" is a collection of extracts from the unpublished note books of the late Sir Walter Raleigh, selected and edited by Mr. George Gordon, Professor of English at Oxford. Nothing in this volume was intended by the author for publication, and it is to this very fact that it owes, perhaps, its greatest charm. In the words of its editor its observations "preserve . . . the informality of the *primus impetus*, of thoughts in their first dress." They reveal the authentic Raleigh—alert, unpedantic, most undonnish of scholars, a virile critic of men and books, and we may be thankful for the sound instinct that recognized their value and secured their publication. No pedagogue should fail to read "A Note on Criticism." H.C.

History.

ECONOMIC HISTORY OF ENGLAND: by M. Briggs, M.A., B.Sc. (Econ.). (University Tutorial Press: W. B. Clive. 8s. 6d.)

This is the second edition (with a new chapter) of a work issued a little while ago. Like the similar issues of the U.C.C. Press, it is an examination text-book, carefully arranged in headed and numbered sections, with an index and a short bibliography. It is a good practical handbook for the people and for the purposes intended; which is, after all, the main part of its claims. R.J.

CITIES AND THEIR STORIES: by Eileen Power, M.A., D.Litt., and Rhoda Power. (A. and C. Black. 3s. 6d.)

There is delightful reading here. The method is no less geographical than historical, though the treatment, of course, is mainly historical. We travel from Athens, through Rome, Jerusalem, Constantinople, Venice, Bruges, Amsterdam, Paris, Vienna, Berlin (there is, alas, no British town in the chain) to Moscow and Geneva. We move from Pericles and early Greek Amphictyones to the League of Nations buildings—in stone and in spirit—at Geneva. We are told the story of human development on the way. There is plenty of good matter, and it is very pleasantly set before us. A very useful and attractive little book. R.J.

Economics.

THE ECONOMIC HISTORY REVIEW: edited by R. H. Tawney and E. Lipson. (A. and C. Black (for the Economic History Society). No. 1. 10s. 6d.)

It is held to be a rule that a new monthly or quarterly usually starts with a "bad first number." This new venture breaks the rule. The first number is rightly concerned with the general questions of the "place" of economic history (article by Sir William Ashley), and its rise and development (article by Professor Gras). There are further articles or "memoranda," on the Merchant Adventurers, the Manor (finance), the Small Landowner of 1780-1832. Professor Henri Sée gives an account of recent work in French economic history (1905-1925), and there are very useful bibliographies of British and of American books and periodicals dealing with the same subject. There is still room enough—the review has nearly 200 large pages—for thirty pages of reviews and short notices.

The new venture should at once find its way to the Staff Common Room list of every school where history is represented at all. R.J.

Mathematics.

THE PUPILS' CLASS BOOK OF ARITHMETIC: by Ed. J. S. Lay, F.R.G.S. (Macmillan and Co. Book I, 7d.; Book VI, 1s. 3d.; Book VII, 2s. 3d. Bound in boards.)

The examples in these books are likely to interest children, as they deal with the arithmetic of quantities rather than of numbers. The printing is large and clear, and the paper is of good quality. Each exercise is divided into an easier and a harder set of examples for the use of the more backward and more advanced pupils in one form. The later books each contain as an appendix "notes" (i.e., bookwork) that are sound and should be helpful, not only for the assistance they will give in indicating methods of solution, but because they contain general knowledge without unnecessary detail. E.F.S.

THE WAY OF ARITHMETIC: compiled by P. G. Staines and T. Ingram, under the direction of P. F. Burns, B.Sc., F.R.A.S. Books I and II. (Collins' Clear Type Press.)

These are the first two of a series of seven books of exercises. Book I introduces the Four Rules, and contains simple and delightful examples likely to appeal to young children. Book II deals with the multiplication of factors up to twelve and with the arithmetic of weights and measures. The clear type and good binding are worthy of praise. E.F.S.

Geography.

COLLEGE GEOGRAPHY: by Roderick Peattie. (Ginn and Co. 12s. 6d. net.)

This book by the Professor of Geography at Ohio State University is much too expensive for class use in England, although its contents fit it for a supplementary reader in the upper forms of a secondary school. The book is limited to principles, and in so far as it is concerned with regional studies it is only as illustrative material for the setting forth of geographic principles. It can be read side by side with studies in either economic or regional geography. Like most American books it is thoroughly well illustrated and unlike a good many geography books, both English and American, it is pleasant to read. It should find a place in every school reference library. E.Y.

Chemistry.

AN INTRODUCTION TO PHYSICAL CHEMISTRY: by F. B. Finter, M.A. (London: Longmans, Green and Co., Ltd., 1926. Pp. xv+276. Price, 6s.)

The author has set himself a very difficult task, namely, to write a book on physical chemistry which is sufficiently elementary for any boy to use after he has passed the School Certificate or London Matriculation examination and in which the mathematical treatment is reduced to a minimum. Necessarily, with such limitations, there must be certain omissions, but these, as well as the subjects dealt with, have been judiciously chosen. It can be said, without reserve, that the author has been very successful in the accomplishment of his task, and any boy who is keen on getting to the bottom of things should find this book extremely interesting. Once his

interest is aroused he cannot fail to benefit from the subject matter, which is often made more easy of comprehension by the use of homely examples.

In the following reference may be made to a few minor points which should receive attention in the next edition, which will, no doubt, soon be demanded. In the cooling curve for an alloy (page 47) an arrest point is marked by an arrow, but the curve shows no arrest. Part of the curve is said, in the text, to be the same for the alloy as for one of the pure components; this is improbable for the cooling curve of two different systems. On page 236, when dealing with hydrolysis, it would have been better to have chosen sodium cyanide or acetate as the example, and then proceed to the more complex behaviour of sodium carbonate. The curves on page 253 refer to the addition of base to acid, whereas the text speaks of the addition of acid to base. Moreover, the curve *iv* is given as referring to the titration of a weak acid by a weak base, but the base mentioned is caustic soda. T.S.P.

EXERCISES IN GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS: by Horace G. Deming and Saul B. Aronson. (New York: John Wiley and Sons; London: Chapman and Hall, Ltd. 1926. Pp. xii+282. Price 9s.)

This is the second edition of a book which was first published in 1924 and was reviewed at that time. It has been revised in accordance with the experience gained as a result of two years' use in a considerable number of schools, and there is no doubt that it may be used as the basis of a very satisfactory practical course in elementary inorganic chemistry, especially if the student answers carefully all the questions set at the end of each exercise. It is intended to be self-contained, but the best use of it can only be made in conjunction with Deeming's text-book of "General Chemistry," to which continual reference is made.

It may be noted that dry tests are not made use of in the scheme of qualitative analysis given. T.S.P.

A LABORATORY BOOK OF ELEMENTARY ORGANIC CHEMISTRY: by Alexander Lowy, Ph.D., and Wilmer E. Baldwin, M.S. (New York: John Wiley and Sons; London: Chapman and Hall, Ltd., 1926. Pp. ix+182. Price 15s. net.)

"The purposes of this book are to teach the technique of organic chemistry, to give methods of preparing organic compounds, and to study the properties of well-known members of the various classes of compounds. It is not the aim of the course to have the student prepare a few compounds of maximum purity or maximum yield, but, rather, to acquaint him with the important types of reactions, properties, and relationships of the various classes of compounds. The more difficult experiments and operations are intentionally omitted."

The above quotation gives the *raison d'être* of this book, and it may be stated at once that as an elementary text-book of practical organic chemistry it should be found very satisfactory. One drawback to its use by English students is to be found in its high price, which is occasioned by the inclusion of numerous illustrations and diagrams of industrial apparatus with the object of showing what equipment the chemical industries use to effect the same types of reactions as are conducted in the laboratory. In most cases it would have been sufficient to refer the (interested) student to catalogues of chemical apparatus and it would have been far cheaper.

Any student who took care to read the "Notes for Students" given on the first six pages would, if he profited by them, be a model worker. They are evidently the outcome of a long teaching experience. It is interesting to note that one instruction is to "use good English." And yet, in the preface, the authors write "predental" and "premedical" without any hyphen. T.S.P.

THE ELECTRON IN OXIDATION-REDUCTION: by De Witt T. Keach. (Boston, New York: Ginn and Company, 1926. Pp. 58. Price 2s. 6d. net.)

"A complete revolution in the teaching of chemistry was caused by the publication of the theory of electrolytic dissociation by Arrhenius in 1887. And at the present time another readjustment in the teaching of the science is gradually taking place due to the great advances made by physicists and chemists in the study of the structure of the atom." This quotation seems to form the apologia for this book, which treats the subject of oxidation-reduction reactions from the point of view of electron transference.

The first chapter is devoted to the structure of the atom, but the treatment is so scrappy that it is hard to imagine that

the student will gain from it any clear conceptions of the structure—especially when he sees a jumble like Fig. 4, which is supposed to represent the electronic orbits in the hydrogen atom. The statement is early made that "an atom which has an outer ring containing a number of electrons other than two or eight is reactive," the inference being that with two or eight electrons the atom is inactive. The intelligent student will soon be puzzled as to why such elements as magnesium, calcium, etc., which have two electrons in the outer ring, are so active, but he will not find the answer given. Other difficulties could be mentioned.

The reviewer can understand that the principle of electron transfer is useful in its general application to oxidation-reduction reactions, but he fails to see that its detailed use in the way here deemed to be necessary will give the student a clearer conception of that particular branch of chemistry. However, the proof of the pudding is in the eating! T.S.P.

Games.

GAMES FOR EVERY DAY: by Gabrielle Elliott and Arthur R. Forbush. Illustrated by Constance Whittemore.

(Macmillan and Co., Ltd., New York. Price 7s. 6d. net.)

Most of our readers will be familiar with many of the games described in this book, but it is often difficult for adults to suggest a suitable game for children on all occasions. To recall the games of our childhood is much harder than to remember them when they are mentioned to us even by name only. This book should prove most useful to all who take an interest in or who have charge of young children. Games of every kind are included, and the arrangement is good in view of the fact that many "cross-divisions" are bound to appear, as, for example, many games which are best played out of doors can also be played indoors. The descriptions are very lucid, and in those cases where any doubt might arise it is dispelled by the excellent illustrations. We wish the book the success which it deserves. J.R.

General.

A STUDY OF BRITISH GENIUS: by Havelock Ellis. (Constable. 17s.)

This is an enlarged edition of a well-known work, first issued in 1904, and now appearing with four additional chapters, in this "revised and enlarged edition." The comparison of the work, when it appeared was still largely with Galton's "Hereditary Genius," and Lombroso's "Men of Genius." Lombroso's "insanity" theory of genius has gone with the nineteenth century, in which it made something of a stir. It has been "slain several times," as by G. Bernard Shaw in "The Sanity of Art," and by an impressive study of the so-called "criminal type" which appeared in a remarkable blue book—the exact name escapes us for the moment—published some years ago.

More of Galton than of Lombroso remains untouched; but Mr. Havelock Ellis is not claiming too much when he says that his enquiry "starts from the point where Galton's left off." Galton was a notable pioneer of enquiry. That he was the father of modern eugenics is hailed by some as an indictment, as by others as a great honour. But it is a pity that such a *multum in parvo* as his remarkable "Inquiries into the Human Faculty" still remains unknown to many who would be fascinated by it, despite its inclusion in the "Everyman" Library.

The "Conclusions" of this study, whether appearing in the chapter of that name, or elsewhere in the text, are the test and the centre of interest for most readers. As always happens in the case of a good and careful piece of work such as this, the conclusions are only properly to be assimilated if read in the whole proportions of the text. But, this warning given, we may permit ourselves some quoting.

"We cannot, therefore, regard either as a purely healthy variation occurring within normal limits (and here we may imagine G.B.S. interposing that he, for example, an outstanding example, is a purely healthy man with 'normal eyes' and other normalities: then, proceeding with our quotation from Mr. Havelock Ellis), nor yet as a radically pathological condition." He regards it rather "as a highly sensitive and completely developed adjustment of the nervous system along special lines, with concomitant tendency to defect along other lines." Which may be met with a "thank you for nothing" air, or may be taken as the view of the common sensible man, expressed more accurately and academically than is customary with the common

man. The "thank you for nothing" answer would be distinctly wrong. Here is implied a rather blunt denial of one widespread theory (Lombroso's), and a marked modification of another.

We get an equally blunt denial of the theory that "all great men are little." We are drily informed that "it is absolutely incorrect." Geniuses do not tend to be particularly short or tall, but "they tend to exhibit an unusual tendency to variation."

As for the dark and fair men (and here the Nordic theory arises like blonde beast, and makes guttural complaints), "while the men of action thus tend to be fair, the men of thought, it seems to me, show some tendency to be dark." And this view rather helps one to understand why the civilized world was able to appear, and to achieve several remarkable epochs of civilization before the Nordics emerged at all from the twilight of their gods and latitudes. R.J.

STABILITY AND SEAWORTHINESS OF SHIPS: by T. B. Abell, O.B.E., M.Eng. (The University Press of Liverpool, Ltd.; Hodder and Stoughton, Ltd., London. 1926. Pp. vii+297. 18s. net.)

This is a "A Text-book for Officers of the Mercantile Marine and for all concerned with the loading of ships," and it deals with "those problems affecting a ship's stability and seaworthiness which the ship-master may be called upon to deal with or consider in the ordinary routine of his calling." Even a layman can grasp how important this subject is when he realizes that the safety of a ship and the lives of her crew may depend upon the correct disposal of cargo and ballast as they are taken on board. But the layman will not understand all the precautions which have to be taken while loading and unloading, and how the stability is changed according to whether the ship is carrying a full cargo or is returning home in the "light condition."

The author, who is the Professor of Naval Architecture in the University of Liverpool, explains all these things with commendable clearness in his book. Starting with discussions on the Centre of Gravity and the Centre of Buoyancy, he proceeds to formulate the general laws of hydrostatic equilibrium with especial reference to large ships. There is a chapter on the Experimental Determination of Stability, where a ship fresh from the builder's yard is given a known list by the movement of a known weight, and the problems of Loading and Ballasting and Trim are also discussed. The adaptability of a ship to the carrying of cargoes as different as oil, coal, wheat, or frozen meat is considered with reference to stability, and it must be quite understood that each type presents its own particular problem. The chapter entitled "The Ship in Motion," is of special interest, and deals with the rolling and pitching of the ship when it encounters a periodic train of waves. But the case when the period of the waves is equal to the natural period of the ship, and resonance occurs, is of greater interest to the reviewer sitting in his study than it would be if he were on board the ship!

Prof. Abell successfully avoids treating these phenomena as mere problems in hydrodynamics, and always keeps the practical side of his subject to the fore. There is certainly an amusing touch introduced at the description of passengers as "a cargo of small density." The book is excellently produced. R.S.M.

TRAINING FOR SPEAKING: by Paul Berton. (Harrap and Co. 10s. 6d. net.)

In one of his essays Matthew Arnold points out the advantages to a nation's literature of a central authority like the Academy in France; and he indicates the dangers to which that literature is exposed through having no such institution. What Arnold pointed out in regard to literature is true also of speech.

In England we have a national dislike of control, and, in the matter of speech, prefer to go our own way. Perhaps that is why we are so often told how badly English people speak. "No nation in the civilized world speaks its language so abominably as the English." These words are quoted at the beginning of Mr. Berton's book.

Our system of elementary education has accomplished something, but we are still far from the goal of that pleasant, persuasive speech which ought to be the aim of every teacher. This book of Mr. Berton's is based on the methods adopted in the French and Italian schools. It is intended primarily for those who have occasion to speak in public, and detailed instructions are given on the method of delivery of certain selected passages of literature; but those who do not aspire to platform or stage, and merely desire to improve their ordinary speech, will find the book both interesting and valuable. P.M.G.



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NEWS FROM THE PUBLISHERS.

Among the pictures exhibited at the Flemish Exhibition at Burlington House are several remarkable early paintings from the collection of M. Renders at Bruges, discovered in his researches in out-of-the-way parts of Belgium. These include several subjects about 1420; paintings of the Virgin from triptychs by Roger Van der Weyden and Memling; "Saint Jerome," by Patinir; and "The Instruments of the Passion," by Mabuse, with several by unknown masters. A monograph of the collection is announced for immediate publication, with subjects finely reproduced in colour and also in photogravure, and there is an introduction by M. Hulin de Loo, Curator of the Ghent Museum, and critical descriptions by M. Edouard Michel. **Messrs. Batsford** are the publishers, and the edition is limited to 300 copies.

Messrs. G. Bell and Sons announce that they have in the press "Mechanics of the Atom," by Dr. Max Born, Professor of Theoretical Physics at Göttingen University, translated by J. W. Fisher, B.Sc. Prof. Born provides an account of the theory of the atom developed by Bohr and his school with the help of the dynamical methods of Hamilton and Jacobi. The book contains a logical development of the theory of atomic orbits from the fundamental principles, and shows just what success has attended recent researches, and what difficulties are still to be solved.

"A Pageant of India," by Adolf Waley, gives a full and carefully documented description of Indian history from the earliest times to the death of Aurangzeb in the early eighteenth century. Tragically enough, the young author of this book, who was for many years an invalid, died a few weeks ago after passing the proofs of the book upon which he had spent so much time and trouble. "A Pageant of India," in presenting the changing scenes of history, introduces so far as possible the actual words of Indian heroes as preserved by legend or by contemporary record. The book will be published shortly by **Messrs. Constable**.

During the spring the same firm will add two new volumes, "Celt and Saxon" and "An Essay on Comedy," to the Mickleham edition of George Meredith's works.

Messrs. J. M. Dent and Sons announce a new illustrated edition of "Hakluyt's Voyages" in eight volumes; the first two volumes will be ready this month. The edition will give the standard text, with an introduction by John Masefield, and it will be profusely illustrated with drawings by Thomas Derrick, and photogravure reproductions from contemporary prints, maps, charts, etc. It will form the only exhaustive edition generally available to-day of this great English epic of travel and discovery.

Messrs. Longmans, Green have in the press and will publish in the spring a book on "Recent Revelations of European Diplomacy," by G. P. Gooch, D.Litt., F.B.A. This book is an analytical survey of the most important publications which have appeared since the beginning of the world-war concerning the diplomatic history of Europe, from the accession of the Emperor William II to the Treaty of Versailles. The material is grouped in eight chapters: Germany, Austria; Russia; The Near East; France; Belgium; Italy and Spain; Great Britain; The United States. A concluding chapter presents the author's reflections on the policies of the belligerent countries.

The latest addition to **Messrs. Methuen's** scholarly series "The Westminster Commentaries," is "The Book of Numbers," edited by Mr. L. Elliott Binns, B.D., F.R.Hist.S. This commentary is an attempt to study the book as a living whole, not merely as a collection of extracts from different sources. Particular attention has been given to folklore and comparative religion, since important light is thrown on ancient Hebrew customs comparing with them the customs of other peoples.

Messrs. Sidgwick and Jackson announce that they are issuing early this month the twelfth Impression of "The Riddle of the Sands," a record of Secret Service, by Erskine Childers.

PROGRESSIVE ARITHMETIC TESTS: by Herbert McKay, B.Sc. With Answers. Third Year; Fourth Year; Fifth Year; Sixth Year. Humphrey Milford: Oxford University Press.

Each of these books contains 32 quarto pages of questions intended to cover a year's work. They are published at a very low price and are likely to be of great service. E.F.S.

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See also page 144.

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SUMMER SCHOOLS.

See also page 143.

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See also page 149.

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THE EDUCATION & OUTLOOK

AND EDUCATIONAL TIMES

MAY, 1927

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 and the Public.

Mr. Robert Lynd has been expressing surprise concerning the holiday conferences of teachers. He has observed that with every school holiday that comes round there are reports of discussions on education, and he asks plaintively why the teachers cannot follow the example of their pupils and cheerfully forget the school during holidays. Another and more earnest scribe sets down the opinion that teachers may always be trusted to say something foolish round about Easter. Let us hasten to remind ourselves that the National Union of Teachers is not the only teachers' organization which holds a conference at Easter. One of the rival bodies, the National Association of School Masters, now meets at the same season. The result is that our journalists on the daily press are sometimes—and pardonably—unable to distinguish between the two sets of doctrine. The chief justification of big public conferences lies in their value as a form of publicity and not in their fitness as instruments for real discussion. Hence it will be regretted if the harmonious pedagogic orchestra should break up into a number of strident and conflicting jazz bands. For publicity purposes, at any rate, it does not matter much what we say so long as we agree to say the same thing.

The President of the N.U.T.

Mr. F. Mander entered upon his year of office as President of the National Union of Teachers and "read himself in" by an address which deserves careful consideration. It is an admirably clear statement of certain important principles which are too often overlooked. The first is that a sound educational system must be based on realities, not on abstractions. Among the realities are variety, differentiation, and inequality in the children to be educated. Hence, Mr. Mander suggests, it is foolish to act as though children were born equal or as though the handicaps imposed on individuals by nature and by our social system could be overlooked. They are realities, and it is the teacher's business to redress the balance by a careful adjustment of instruction and training to the circumstances of the individual, developing the powers of each child and fostering natural diversity rather than artificial academic uniformity. "It must become increasingly the function of the schools to aim at producing in the child the interest, faculty, power, and adaptability which will enable it to live a full life within a nation, a nation which functions not only as a social and civic unit but also as a commercial and industrial community." We have tended, perhaps, to under-emphasize the important truth that although man does not live by bread alone, bread is, nevertheless, an essential to life.

Raising the School Age.

Mr. Mander has behind him the support of the great body of teachers in urging that early steps should be taken to raise the school leaving age to 15. It is true that Sir Robert Blair has written and spoken in opposition to this view, possibly because he is anxious to see the fulfilment of the Fisher plan of part-time education. The difference between these two methods is not, however, the vital thing in the report of the Consultative Committee. That lies in the declaration that primary education proper ends round about the age of 11 and that secondary education should follow at that age and be continued in a form hitherto unknown in our public elementary schools up to the age of 15 at least. The importance of the Committee's recommendation lies in the opportunity which its adoption will give to develop diverse types of secondary education according to the individual needs of pupils. Some objections have been raised to this extension of the meaning of the scope of secondary education. It is urged that this term is now definitely associated with a certain type of academic training, but there is no particular sanctity in the term, and in practice its meaning has been extended by the introduction of new subjects and new forms of emphasis in the secondary school curriculum.

Diversity of Examinations.

It is agreed that a school curriculum should provide for the needs of varying types of pupils, but among those who hold this view quite sincerely there are some who fail to see that it is inconsistent with a belief in a system of uniform examination tests. It may be true that the greater freedom and flexibility of the modern curriculum have sometimes been accompanied by a measure of vagueness and uncertainty in the acquirement of facts. The remedy is not to be found in a return to the old and discredited system of mass examinations but rather in the development of new forms of test designed to assess fairly the qualities of individual pupils, while demanding at the same time satisfactory evidence that the foundations have been properly laid. The demand for a return to individual examinations in elementary schools is accompanied by a growing suspicion that the examination system in secondary schools calls for drastic revision. It may be that it is impossible with our present resources to devise any scheme of school examinations which will not foster harmful academic uniformity, but the attempt is well worth making. Perhaps a promising view might be found if it were sought to ascertain what children can do rather than what they know.

A Plea for Co-operation.

Mr. Mander made an eloquent appeal for unity and co-operation between all who are engaged in educational work. He rightly pointed out that they are engaged in a common task, that their ultimate interests are the same, and that administrators, teachers, and the public can best further the interests of children by working together in harmony. The reminder is timely and necessary, for to the deplorable divisions among teachers themselves are added unnecessary antagonisms between authorities and teachers. It is absurd for authorities to take up the position of employers of labour dealing with the manufacture of material things, and it is unwise for teachers to copy the methods of the more pugnacious trade unions. The existence and activities of authorities and teachers alike are justified only in so far as they serve to promote the welfare of children. They should be able to rise above acrimonious discussion concerning machinery and work together on the higher ground of developing an educational system which shall be worthy of a great nation. Mistakes and misunderstandings should be considered in the light of the common enterprise and with a resolve that the community shall be made to understand the importance and possibilities of a finely-devised school system. With such understanding will come an increased willingness to meet the cost, and the essential co-operation of ratepayer and taxpayer will be secured.

"A Real Board of Education."

An interesting discussion took place at the Conference of the National Union of Teachers on a proposal that there should be established a Board of Education to include representatives of Parliament, Local Education Authorities, and teachers, and that the duty of the Board should be to advise the President on all matters of educational policy. From the discussion which followed the moving of this resolution by Mr. W. B. Steer, it would seem that some of the speakers failed to comprehend the precise meaning of the proposal. As it stands, it is nothing more than an effort to accomplish the purpose which was in the minds of the head masters of secondary schools when they secured the establishment of the Consultative Committee at the time when the old Committee of the Privy Council on Education was transformed into what is now called the Board of Education. It is well known that in practice the Board of Education never meets. The President seeks advice from his official subordinates and accepts it more or less gratefully from organizations of teachers and Local Authorities. Miss Conway, a former President of the Union, said that she did not want different Boards in different Governments, and she added, significantly enough, that she had not found any stony-heartedness at the Board towards N.U.T. representatives. Mr. Goldstone, the General Secretary of the N.U.T., also said that there was no difficulty in securing interviews with the President or with the chief officials. All this is true enough, but the officials are not the Board of Education. They are, in practice, responsible only to the President, and he in turn is responsible to Parliament.

A Channel of Communication.

As things are it is always possible to present a case to the officials of the Board, and from the remarks we have quoted it is clear that some representatives of the National Union of Teachers are well content with the present position, believing that their representations carry exceptional weight. This method, however, throws upon the officials a heavy responsibility and may leave them and the President with a set of imperfectly balanced counsels. It is difficult to imagine a Local Education Authority being content to leave the direction of affairs solely in the hands of the Chairman and officials of the Education Committee. The Committee itself meets regularly and the officials are responsible to it, not solely to the Chairman. He in his turn is responsible to the elected representatives from the area, but he is not required to justify his personal actions or the uncontrolled efforts of officials. In this procedure there is no weakening of responsibility or failure to observe the democratic principle, and it is not easy to see that any constitutional difficulty need arise if a real Board of Education were created, with the President acting as Chairman. The general policy of such a Board would be subject to review by Parliament, and officials would be responsible for their acts to the Board. Such a body would be able to keep the educational system of the country under constant supervision and there would be little risk of any violent alternations of policy following changes of Government.

The Case of Mr. Towers.

Mr. John Towers, head master of Hedley Hill School, Durham, was recently convicted by the local magistrates on a charge of assaulting two boys by striking them with the cane. He was duly fined, not because he had punished two pupils in his capacity of head master, but because he had used his position as head master as an opportunity for caning boys who had broken the regulations of the Local Canteen Committee of which Mr. Towers was secretary. There can be no doubt that the conviction and penalty were entirely justified. The matter, however, did not stop there, for Mr. Towers has now suffered the further penalty of the withdrawal of recognition by the Board of Education, so that he is no longer permitted to teach in any State school. Apparently this additional penalty has been imposed by the Board of Education on the ground that Mr. Towers showed political animus and sought to punish through their children certain parents who had returned to work during the coal dispute. A charge of this kind is difficult to prove, "for the thought of man is not triable," and although Mr. Towers certainly acted very foolishly in confusing his powers as a school master with his duties as secretary to a canteen committee, it is not yet established that he deserves to have his means of livelihood removed. It will be a graceful and wise act if Lord Eustace Percy reconsiders his present decision.

THE TEACHING OF ENGLISH LITERATURE IN THE UNIVERSITIES : Some Suggestions from the French Point of View.

H. A. NEEDHAM, M.A. (*Docteur de l'Université de Paris*).

The past few years have seen several notable and valuable attempts to reform or to regulate the methods of teaching English literature in England. If any apology is needed for again discussing this subject, it may perhaps be found in the facts that perfection still lies ahead, and that each individual teacher can, from his own experience and reflection, contribute something towards its attainment. Moreover, previous discussion on this matter has been very largely occupied with questions of syllabus rather than of method.

These are the days of internationalism in education as in politics or industry, and it seems that we might well profit in our teaching of our mother-tongue and its literature by introducing alongside our own best practice some elements of the French method of literary study.

The French Method.

Many people regard, though somewhat falsely, the intensive study of small portions of literary text as the chief feature of the French method in literary study. This kind of study has been advocated and illustrated by several authorities in recent years in England. It has naturally found among us its opponents, and has been criticized as ultra-methodic, as liable to become mere mechanical ticketing, as tending to lead the student away from the true spiritual and emotional heart of literature, as killing the spontaneity and fluidity of the thought of both author and student. Our English methods, whilst less exact, are claimed to be broader in scope, to stimulate better the thought of the student and to lead him to wider, if less intensive, reading. The rigorous French *critique de texte*, taken as a basis for the study of literature, may in fact, at its worst, sink lower than the English *courses* of literary history: it is essentially a method to be employed by those who have themselves some artistic genius.

This *critique de texte* is not, however, the centrepiece of French literary study, and is only significant in the light of the aim it exists to serve. This aim is to bring the student to analyse and reflect on literature for himself, and to discuss it in orderly fashion. It is these qualities of original reflection and ordered discussion which French examinations endeavour above all to test. Whereas the English degree candidate spends three hours discussing five or six out of a dozen *questions de cours*, the French candidate for the licence is given four hours to develop one subject and has no choice of questions. The difference of outlook and method is at once obvious.

English Weaknesses—(1) In Study.

We are here at the central weakness of our English University system of English literature studies. The professor or lecturer, by much skimming and compressing, covers, in a given time, a given period of literature. He covers the ground, if he is successful, but perhaps does little more than add another "History of Literature" to the student's library. The student likewise, *if he is talented and conscientious*, manages to cover the ground

prescribed, to read a little of most of the authors it includes, and perhaps to follow, in some slight measure, one or two tracks which seem to him especially interesting. Incidentally he sees some way into the aim and method of literary study, and at the end of his course is more or less equipped to begin literary study for himself, provided always that he possesses innate or cultivated powers of insight and logical thought.

But this hardly justifies the system. There is still the *average* student to be considered, and this class ought probably to be our chief concern. The average student gains a hazy and superficial knowledge of the period of study, but he does little reading, and less thinking, for himself. His essays are mosaics, usually ill-arranged, of the opinions and criticisms of his tutor and other literary critics. If he has reasonable powers of memory, he manages to pass his examination by dint of a certain amount of cramming of facts.

The French candidate in similar circumstances may have less general knowledge of his period, but he knows a few selected texts in thorough detail, and, what is more important, he has developed powers of psychological analysis and has a store of detailed information which he can apply to the later study of other authors. In addition, he has the power, long before the university stage, of ordering his ideas and of developing them logically in good French.

English Weaknesses—(2) In Expression.

This brings us to the second great flaw in our English methods of teaching our language and literature: we do not pay sufficient attention, in any stage of our teaching, to logical thinking and to the selection and ordering of material in essay-writing. In this matter the French student, and the students of some of our modern language Honour Schools in England, are far in advance of the average pass student and, indeed, of many honours students in English.

Suggested Reforms—(1) In Essay Writing.

At the university stage it is often difficult to correct this deficiency; there is not the time for such training. It seems essential that more attention should be given particularly to the *planning* of essays in schools, from almost the earliest stages. This does not mean that the form of an essay is to be esteemed above the matter it contains, but that the matter of a work only attains its full vitality in a suitable and ordered form.

This, then, is one remedy to be applied to our English teaching, and whilst it lies largely in the hands of the primary and secondary teachers, some reform along this line might well be adopted even in the universities. Where the student produces three or four essays per term, better work might often be done if he were required to read for, and to plan, the whole work as usual, but to write only a section of it, say two foolscap pages. In this way real attention could be paid to the planning of the whole and to the literary quality of the part which was actually composed.

Suggested Reforms—(2) In Lecture Courses.

For the university teacher, however, it is our first criticism which applies more particularly. Should not our *courses* of literary history be abandoned in favour of a more specialized treatment of a few particular themes—themes which should be chosen to illustrate different aspects of literature, different forms of critical method, and the values of the different arms of literary study—æsthetic, historical, biographical, linguistic, textual, bibliographical.

Suggested Reforms—(3) In Examinations.

Similarly, instead of setting examination papers, which, seeing the choice of questions given and the type of answer required, anyone may pass by cramming, and one which no candidate, by reason of the rush necessitated, can possibly show the real measure of his power of literary appreciation, why should we not give, along French lines, one or two subjects to be developed thoroughly? The examination essays which, in the Honours English School of at least one modern university, sometimes replace terminal examinations are a beginning along this line. Such examination subjects are admittedly more difficult to set; and some kind of re-grouping of prescribed texts in our syllabus would no doubt be necessary in order that all candidates might have a chance of treating subjects which appealed to them. It must be remembered, moreover, that credit would still be given for both detailed and general knowledge of the literature as a whole, but the examination would become also, what it hardly is at present, an evaluation of the student's power of interpretation and exposition. This is all the more just because, while a *knowledge* of literature is to be expected as much as of any science, it is questionable whether a literary student ever does himself or anyone else any good by writing or talking of what he cannot really appreciate.

* * *

By these means we should be moving literature, in our studies, nearer to its true place as an art rather than a science, and this would be achieved without making the subject in any way the "soft option" of the arts curriculum. In fact we should be definitely raising its status.

It may be further remarked that reforms of this nature would be an advance even on the excellent Board of Education "Report on the Teaching of English," of 1921. For it is very doubtful whether the "three stages in a well-organized university" there mentioned (p. 219), can in reality be so separated. We may perhaps admit the broad distinction; but it seems even more important to ask whether it is psychologically possible for "general knowledge" of literature to be acquired without the second stage of "special knowledge and special training," or for such special training in the subject not to partake already in some degree of the nature of "research."

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"WHOM GOD HATH JOINED—"

BY

LORD GORELL.

I.

*"To love, to honour"—every day
Two human strugglers, hand in hand,
Before the eternal Father stand
Throughout the moving world and say,
Each to the other, words that lie
Beyond their strength to testify.*

II.

*We love no more than as we can,
We honour only as we must:
These promises are writ in dust
Strewn on the windy streets of man,
Unless the actors inward turn,
Resolved an undying truth to learn.*

III.

*Love, honour—ah, the valiant sound!
However each for other strive
These lamps of heaven to keep alive,
The blaze of sunlight will be found
Only where past the vows each give
Each to deserve them strive to live.*

IV.

*O radiancy of human thought!
How fearlessly in pride of heart
Ever the pairs of venturers start
On seas with unknown peril fraught!
Beauty and pity, hope and dread
Lie mothered in the promise made.*

V.

*Fetters or pinions, which are here?
A crown of blessing or a curse?
The organ peals; the guests disperse:
The veil is lifted year by year.
There are no other words can be
Seeds of such joy, such poignancy.*

EXPERT OR ARTIST?

BY H. C. DENT.

"Here lies an old woe of the world—the eternal rivalry between the expert and the creative artist," said not long ago a writer in *Time and Tide*. The woe is not unknown to our profession. We have artists in our ranks, true creative artists, to whom teaching seems less a labour than an inspiration, and we have experts, men and women who have "the scholar's laborious patient, indomitable spirit," and ever and always there is rivalry between the two. The artist only too often laughs at the close, persistent methods of the expert, while the latter, looking up at moments from his toil, is prone to regard with envy, mingled perhaps with contempt, the facile success of the artist. Which should the young teacher attempt to copy? Which should he endeavour to become, expert or artist?

To be an expert is certainly possible, though no one will deny that to acquire a reputation as an expert is difficult, and is becoming increasingly difficult. The path is a straightforward one, nevertheless. Let the beginner study first the theory and practice of education; let him read the works of great educationists, ancient and modern, with assiduity; let him decide after due deliberation upon the methods he will employ in his classes, and let him perseveringly apply those methods. Let him eschew pleasure and spend laborious evenings with exercise books and a ledger or card index, analysing results, comparing them with past results, criticizing every detail, ever unsatisfied, ever in search of a more royal road to success. Let him, if he will, choose out one department of education to be his special province, and let him study to know more in that province than any other man or woman alive. Let him confront his classes, morning and afternoon, determined not only to teach but also to learn, to gain from each one, from each child, some crumb of knowledge to add to his increasing store. Let him but follow these directions implicitly, and lo! as the years pass by, gradually there emerges the expert, full of knowledge, full of understanding, more than competent, conscientious and exact to the last degree. No difficult question of the classroom then can baffle him, no problem of school management but he has a solution. He *knows*; while others must flounder or surmise, he can define.

How does one study to be an artist? I do not know. How can one afford to neglect all the works of educational theorists, throw method to the winds, disregard every traditional idea of discipline, ignore the curriculum, turn the classroom into a fun fair or an enchanted castle, and yet produce results that provoke admiration and envy in the hearts of all? I cannot tell; I only know the thing is done, every day, before our unbelieving eyes. What strange gift is it that some men and women possess, that they have only to walk into a classroom to be immediately loved, respected, and obeyed? They do no more than the rest of us; they seem even to do less, yet children will work for them as we never seem to get them

to work. They do not appear to teach; they simply create an atmosphere, and in that atmosphere nothing can go amiss.

"Behold these artists who toil not, neither do they spin." True, too true! They are at the theatre, in the concert room, reading the latest novel or chatting with their friends, what time the expert is at his books of psychology or his tables of statistics. They return after the holidays with tales of Paris or Rome or the winter sports. For why should they worry? Their progress is assured; they cannot do wrong; life is for them one long triumphal march. Why is it?

Is it because, untrammelled by tradition, by any convention of scholasticism, they keep fresher, broader in mind than the rest of us? Is it because they alone can keep out of ruts in a profession whose ruts are innumerable and incredibly deep? Is it that they appeal to the children as being more human than the ordinary teacher, more like a big understanding brother or sister than a pedagogue? Is it that the fresh, lively air of their personality blows like a breeze through the somewhat muggy air of the classroom, quickening all it touches? Is it because, since they are scornful of theory and disregardful of books, there is no hint of the middleman in their dealings with the children? It may be something of all these causes, but it is more; it is genius.

No beginner need hope by endeavour to become as one of these; they are a race apart; their skill is inimitable. He can, however, hope to become what is rather less, but by no means to be despised, a cunning craftsman. Not quite an artist; lacking he may always be in that touch of originality, of creativeness that marks off the true artist from all others. But let him not for that reason be discouraged; the dividing line between the artist and the craftsman is sometimes a very thin one indeed. And the skilled craftsman, too, is always something of the expert.

That, then, should be the beginner's aim. Later—who knows?—he may discover in himself the veritable artist, the teacher of genius. But let him not for the sake of that possibility despise an intense application to his work, for the greatest geniuses are ever the hardest of workers, however secretly they may toil. And, if he prove not to be an artist, he can still be the expert; and in a world where genius is rare, and as erratic as it is rare (we have no scheme of education yet for geniuses; they have to fend for themselves at present), the expert is the man that is relied upon. "Safety first" is still the common rule of life, in spite of the growing number of apostles of adventure; and the expert is always safe. Nor is his value necessarily less than that of the artist; he criticizes when the other originates, he reduces experiment to method, and sometimes chaos to order; he makes teaching possible for the ordinary man and woman. He is the complement of the artist, and is as essentially needed, for, as the writer in *Time and Tide* concludes, "Truth yields her secrets neither to knowledge nor to imagination alone; it becomes the exclusive possession of neither artist nor expert."

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village School Mistress (continued).

September 27th.

My little people now are becoming much more helpful and kind, but to use an expression from a book I often quote, "Uncle Tom's Cabin," "The boys they means well, but they is powerful careless." They are not such villains as the sun picture represents, but are puzzling about the intricacies of the mysterious camera. At midsummer I tried to make a move off—unsuccessfully

I could only leave here in the summer. My mother is well for an old lady—79, always busy, helpful, thoughtful of others. My sister is a chronic invalid—has by no means recovered from the November accident: she had a terrible fall in the road in the holidays, dashed her head on the rock at the side; and other causes militate against her regaining strength. My mother handed over her quarter's pension intact to doctor, and I expect will do so again: he is still coming from time to time. My mother has done most of the dressing in a wonderful way.

[The late vicar] wrote me a staunch partizan letter when I was put out by "as a rule" [in the report]. I have been much depressed by my sister's state, accumulation of work, and the heavy task of guiding these horsey young people and trying to squirm from under the official lash, which, you will agree, has been sufficiently cutting, as during three years:

One Diocesan Inspector finds our singing harsh, one our recitation inaccurate, one Head Inspector our history unknown, one Assistant Inspector our order spasmodic(?), one our arithmetic neglected, one our arithmetic still neglected. Teacher would report also—geography nil, spelling poor, writing indifferent, attention poor—and so on. She spends fruitlessly sleepless hours in contemplation of same, goes over lessons in sleep, and on waking one Sunday morning was still continuing a reading lesson, ejaculating "Take off his skates, said Mr. Pickwick."

"Requisition" order asked for in June not to hand yet. Four months of school year gone. I have bought myself recitation cards, knitting wool, and sundries to keep going. Am now sending for a football. Last year the new arithmetics did not come till the fourth month. Annual inspection in the ninth month.

The people do not disturb me now. We have no stone-throwing, no foul words, very little "braying" or pummelling each other, and a small germ of chivalry is sprouting.

Our plants are kept watered by the girls in side ribbons [in the photograph], the one with the frilled pinafore cleans the slates, boy in first row brings my milk, various ones bring groundsel for the bird, and so on. The bird of freedom on the mantelpiece (but it is not an eagle, only a hawk) generally lives in the cabinet, also the shell.

You see [in the photograph], Becket murdered, not a very lively subject, nor one I should have chosen.

[New] Vicar very nice, but not so saintly a character as [his predecessor]: has made over the Sunday School to me. Only 12 attend, but it takes my afternoon and precludes a long walk. . . . I have made my house as cheerful as I can, by large lamps (quarts of paraffin), light colouring, etc. In my garden I grow everlasting flowers—very economical they are, as they close up tightly in every kind of unfavourable weather.

Tell me what you think of my implings.

December 4th (same year).

Here is a letter for Christmas. I do not send cards. Very dull Sunday—moist and muggy. No service at Church all day—I had Sunday School, nine present, from 2-3 p.m., carried wood and lighted the fire myself. The repairs you notified in log book as required four years ago were botched up on Saturday. Having also registered in that same book the morning temperature, the advent of the new stove has been hastened (I asked for it in July). It was also set in order on Saturday. One day we worked in a temperature of 35 degrees. The vicar thought I had better not mention the temperature or it might cause trouble. The cold gave me bronchial catarrh—and if the soul is in the centre of the body

"Chill penury repressed my noble rage
And froze the genial current of my soul"
for about a fortnight, but I am better with the thaw.

Now you say that I am not a conventional teacher. Mr. M. said the same, and that I might be glad of the fact; but if not, why not? It must be pure "cussedness." If not a Hebrew of the Hebrews, what am I? I began with "he is up—we are at—" and I know I used to wonder why the chief word was left out.

I used to be whisked along the road by a phalanx of very tall (to me) pupil-teachers. I remember the partition beyond which were the boys, I was told. I never saw any of them, but from them proceeded a dull roar, continuous and queer. My sisters and I used to hear the lessons of the P.T.'s given by my father. We sat on the stairs and parsed. In my reading book were ethics which are obsolete now. "A good scholar is known by his attention to the rules of the school and by his obedience to his teacher." Then I remember *Aqua Fluens—Ventosus—Vaporifer*, three amiable giants who seemed to do all the work with alacrity.

My mother will be eighty next February, yet this Sabbath morning when I took her hot water, she woke and said she had been dreaming she was teaching and in the middle of a lesson. After a year's surgical attendance on my sister, the doctor has ceased his visits for a while. My mother simply handed over to him her half-year's pension (two instalments) intact.

THE TEACHER, THE CLERIC, AND THE BIBLE.

BY CHARLES W. BAILEY, M.A.

Should a "vehement wind of cleansing sincerity" test school and Church, who shall say that the school may not best stand the winnowing?

Dr. Bowie says: "Jesus was the friend of the poor, but the Church is apt to be exceedingly solicitous for the rich. Jesus came with the passionate eagerness of his clear-eyed consecration to righteousness and truth, terrible to every sham convention that stood in his way: but the Church often seems less concerned to truth, less anxious to grapple with evil than anxious not to hurt the susceptibilities of comfortably-fed worshippers." And again with regard to creeds this clear-sighted American declares: "The only vital use of creeds and formulated doctrines is to inspire you to reproduce the spiritual experience to which they testify."

Between the teacher and the cleric there is no doubt a quite honourable clash of loyalties. The teacher places his professional freedom in the forefront of his views. The cleric places his Church's teaching in an equally prominent position. There have been clerics whose attitude towards teachers has been deplorably tyrannical, and it is not unlikely that some teachers may forget that the ministry of religion is the highest professional calling. There is, however, room for both the ministry of teaching and the ministry of religion. The clash is most obvious when religious education, which concerns both, is under discussion. The cleric demands a special syllabus, often an inspection and sometimes an examination. The teacher is unwilling to bring any department of his work before a separate court of judgment whose efficiency he doubts and which in judging one branch of his teaching, and that the most difficult to assess, is likely to invade other provinces of work which are not within its jurisdiction. He wishes to be trusted. His work in religious education is, or ought to be, on a plane so high that checks and tests cannot wisely be used. Christianity is faith in action, and conduct is not static but dynamic.

In the secondary schools there is to-day a great deal of freedom. Religious education is usually given by the head master and the senior assistants. In some cases form masters are expected to take the Scripture of their forms although the opinion is growing that the teaching requires such special training and experience that it is not wise to give it as a matter of routine to young teachers.

There is in the schools a marked sympathy with the work of the Christian Churches, and the spirit underlying the relations of teachers and clerics might more adequately be described as interdenominational than undenominational. A school service is held in the school chapel or hall, there is a reading from the Bible, a hymn is sung, and prayers are read. Such a service binds closely together all in the school who belong to the various Christian Churches although, in special cases, Roman Catholic and Jewish pupils are withdrawn from such public worship.

With regard to Bible teaching it is found that during the secondary school course the outlines of the Old and New Testament Scripture may be thoroughly presented and the pupils may become well acquainted with the text of the Bible.

All teachers will unite to resist any imposition of sectarian tests for entry into the teaching profession or

any subsequent public appointment. Since in the future all certificated teachers must be trained, entrance to the training college is now the entrance to the work of teaching in the elementary schools and will in time be the entrance to the secondary schools also. The most suitable candidates in character, ability, leadership, and personality should be chosen. If there are many more candidates than places available, it might be desirable for a National or District Board to take over the work of selection. The writer believes that under the present system inferior candidates are often selected.

Teachers are very strongly of opinion that the Churches are well advised to bring the utmost influence to bear on those young people who are in training for teaching. There is need for special lectures on the teaching material and a proper understanding of the problems of the Bible, e.g., a knowledge of the origins of the New Testament and the principles of literary and historical criticism. It is necessary that the future teachers should have enlightened teaching. Lessons on the teachers in the Bible have a very useful bearing on teaching method in general, for the teachers in the Bible have a very real lesson to give to the teachers of to-day. Their consciousness of a message and their faith in its ultimate success should inspire us to sincerity and singleness of aim. All teachers might well admire their forceful and sometimes rugged personality and recognize the teaching devices they so freely utilized, their employment of the vivid, the dramatic, and the concrete. Lessons on the background of the Bible, the geography and the archæology of the Holy Land, are all necessary for successful work afterwards.

There is nothing to be gained by stirring the waters of sectarian strife; but there is everything to lose by confusing sectarian strife with religion. Christendom ought at least to unite in ideals of conduct founded on Christianity. The school ought to supply a two-fold training:

- (1) That of respect for one's own religion, and for one's own Church, its offices, its claims and privileges.
- (2) That of a respect for the religion, the Church, and the conscience of others.

All Christian children may be united in reverencing the common ideals of Christendom—Jews and other non-Christian children being separately provided for. The classroom of the public school may become in this respect a model for the city. It should be evident from the teacher's attitude towards religion that he finds in it his own personal inspiration. Yet he must show at the same time that he is in love and charity with his neighbours and teach the children the same lesson. With such an atmosphere in school it is unnecessary in Council, Elementary, or Secondary Schools to make further provision outside the time table for any definite denominational instruction in the schools themselves. The present legal position is one which has produced peace.

In practice there would be difficulties of detail making such additional arrangements impossible, and friction instead of unity would be emphasized. But the spirit

of the school, and this is the main point, ought to show such a definite regard for religious influences and religious bodies that supplementary denominational facilities would not be unwelcome in Church, Chapel, or Sunday School.

The number of lessons on Christian ethics given each week in the school need not in the writer's opinion be many. A few lessons given with freshness and force are better than mechanical and routine performances. But they should show that the teacher himself, whatever be his religious denomination, is under the influence of a fully realized religion and holds it dear. If he cannot conscientiously do this he should not undertake the lessons. He must, however, be trusted, not tested.

Such teaching is for Christian folks best associated with the Bible. We are only now discovering the Bible as an instrument of religious education. It has been used as a book of history and as a book of literature. Its least justifiable use is as a text-book for examination purposes. It needs to be used as an inspiring guide to conduct. Due selection of the Bible text for purposes of the instruction of youth ought to be made. The historical background of its older parts should be given by books or lectures. The Bible must be shown to be a book of life, dealing with real men and women. And with reverent and appreciative use it will never cease to charm and inspire. Teachers agree with Canon Anthony Deane that "it was meant for enjoyment, and he who fails to enjoy it fails to use it rightly. We forget its solemnity of warning when we find it the most radiant of all books. It brightens what else were inexplicable darkness. It brings the noblest thought in noblest speech. It teaches, it inspires, it consoles, it heartens."

It would be a great national disaster if the Bible ceased to be used in schools because some people place the importance of a dogmatic interpretation of its message above that message itself. Of the teacher's privileges none is so high, so exacting, or so rich in reward as that which brings him into contact with the spiritual life of his pupils. Some of us hold firmly with Mr. Grant that "it is not moral teaching that children really dislike, it is the appeal to insufficient motives. God is amazingly real and close to children, and they are constantly hearing His voice, and would continue to do so through life if we did not habitually sap their faith by appealing to worldly motives and letting it be only too apparent that we are influenced by worldly motives ourselves." We need to extend our ideal of efficiency. At present we have far too low and far too narrow views of what it should mean. The Greek ideal was one of efficiency, and yet it found room for loyalty, faith, and reverence. Children are so much influenced by example, and are so ready to respond to the inspiration of the spiritually minded, that the religious personality of the teacher is the key to efficiency of religious education in the school.

The question of a religious foundation to our national education is one which vitally concerns the heart and conscience of the teacher. Freedom is essential for its highest development, and our best friends amongst the clerics are those who believe that we shall rightly use our freedom. The child no doubt might well say: "Love, therefore, and tongue-tied simplicity in least, speak most to my capacity."

LEGAL NOTES.

Witt v. Sheffield Corporation.

His Honour Judge Lias had already given his reserved judgment when this case was referred to in the March number, but the writer had not read it. I give the substance of the case and the judgment as reported in the *Sheffield Daily Telegraph*. Under the Burnham Report of 1921, it will be remembered, the "carry-over" was to be made by three annual instalments. These in the plaintiff's case were £15 13s. 0d. for each of the three years ended March 31st, 1922, 1923, and 1924. The first two were paid. That for 1924 was withheld on grounds of "unsatisfactory service," a course the defendants claimed they were entitled to adopt under par. 9 (e) of the Report. Under the Burnham arbitration award of 1925 the plaintiff was also entitled to a further sum of £23 18s. 6d. This also was withheld.

At the time of the action, therefore, the plaintiff had lost £15 13s. 0d. for 1924, a further loss of £15 13s. 0d. for 1925 in consequence, and the £23 18s. 6d. under the Burnham Award—a total of £55 4s. 6d. The defendants, however, admitted that under the terms of the Report they were liable to pay £15 13s. 0d. for the year ended March 31st, 1925, and the £23 18s. 6d. under the Award. Judgment was therefore given the plaintiff for £39 11s. 6d. with costs on Scale C. As regards the remainder, the £15 13s. 0d. by way of "carry-over" for 1924, the Corporation's contention was upheld.

The Plaintiff's Two Contentions.

In this issue the plaintiff sought to maintain this: first, the Authority were not entitled to withhold any part of the "carry-over" for "unsatisfactory service" after 1921; and, second, even if they were, par. 9 (e) of the Report had not been complied with, for there had been no "declaration of unsatisfactory service" within its meaning.

The Judge decided against her on both points. Though, he said, the draughtsman of the Report had "either through inexperience or inadvertence failed to maintain the distinction between" payment by way of "carry-over" and payment by way of increment, the effect of par. 9 (e) and 10 read together, "is to give the Local Education Authority power to deal with both kinds of increase, and I have come to the conclusion that that power is not confined as regards 'carry-over' to cases in which a teacher's services have been declared unsatisfactory before the adoption of the Burnham Report"—i.e., it extended to years after 1921 as well.

What is a Sufficient Declaration?

This is the most important part of the judgment. The Judge, on the other objection, that the services had not been "declared unsatisfactory," was of opinion that the minutes of the Education Committee were, though they might have been more clearly expressed, in effect "a sufficient declaration of unsatisfactory service to justify the withholding the 'carry-over' increment for the year in question. . . . To insist upon a formal declaration in express terms would be to insist upon the letter and to ignore the spirit of the wording of the paragraphs, and would, in my opinion, be wrong." Comment on the merits of the case, or on the decision, would not at the moment be in place, as we understand the plaintiff has given notice of appeal.

THE INSPECTION OF SCHOOLS—IS IT NECESSARY OR DESIRABLE ?

(BY A RETIRED INSPECTOR OF ELEMENTARY SCHOOLS.)

It is well known in the educational world that a number of school teachers, more particularly those in the elementary schools, including some of the official leaders, answer this question with a decided negative. On the other hand the Board of Education, in a recent report, expressed the view that school inspection is now as necessary as ever it was. In this dilemma we may usefully refer the question to the only other body of people whose opinion will have weight, namely, teachers of education, and perhaps of other subjects, at the training and other colleges, and writers in the educational press.

After note has been taken, during a number of years, of the opinions expressed by some of these in conversation and in the press it appears that they do not regard inspection as unnecessary, but think that the present practice in elementary schools is largely ineffective because it is done by the wrong people. Though the bulk of the more substantive work of inspection is done by assistants, who, as a rule, have been elementary school teachers, part of the inspection, and nearly the whole of its direction and management, are done by officers of higher rank, who, as a rule, have received a different kind of education from that of the teachers, and who, if they have had training or practice in teaching at all, in most cases have had no training or experience in elementary school work; and as this preparation is clearly requisite for fully efficient inspection, widespread weakness has been inevitable.

Of course, the foundation of the evil has been the lack of enthusiastic and vigorous educational leadership. Until the advent of Mr. Fisher, the Presidency of the Board (or Department) had long been—as someone humorously put it—"a home for lost politicians, a resting place for political birds of passage." And though Mr. Acland did something to develop a better system, his work was soon nullified by the Duke of Devonshire and Sir John Gorst. To these and to some others who have succeeded them it did not seem to be necessary to secure secretaries who were real educationists, that is, men who were deeply interested in general education and fully qualified by knowledge and experience, nor to appoint as inspectors, and promote to the highest posts, including the chief inspectorship, men whose antecedents were such as to give some guarantee of earnest and capable work. The lamentable result of all this has been painfully apparent to interested officers, as well as to teachers and others. Even good ordinary ability has been lacking in some cases. Here and there, the inspector has become a laughing-stock to his subordinate colleagues and to the teachers of a district. To this may be added the unfortunate fact that eminent teachers at their meetings, and sometimes also when addressing large general audiences, have frequently made contemptuous references to "H.M. Inspectors."

Under such a system, nepotism has naturally been rampant. Most of the episodes in this category are doubtless securely locked in the breasts of the perpetrators. But now and then one is disclosed. Educationists will not soon forget the poignant questions asked not long ago in the House of Commons regarding

the appointment of a secretary who, if he possessed any measure of interest, clearly lacked the requisite knowledge and experience of educational affairs. In the obituary notice of another secretary it was stated that he was originally appointed to an office under the Board, not because he was interested in education, but because he was a younger son of an influential "county family" needing a career and a salary. We have read also of an inspector who apparently owed his appointment to the influence of a monarch. And Mr. Sneyd-Kinnersley, after his retirement from the inspectorate, wrote a book in which he frankly told, with evidence from letters, that his appointment was part of an exchange of patronage between members of the Government.

Returning to the central point of dispute, it seems probable that the wholly inimical attitude towards school inspection is held chiefly, if not exclusively, by those who are familiar only with the schools of the larger urban areas. These in many cases have their local inspectors, and attract the more able and highly qualified teachers, who have the benefit of readily accessible cultural institutions, as well as of free communication with their fellows. For these reasons, presumably, ordinary inspection by the Board's officers has largely ceased in London. The host of teachers in the smaller towns and in the villages do not possess the advantages indicated; and in the absence of inspection it is fairly certain that the schools in these areas would lag behind even more than they do at present.

Finally, it may be pointed out that the more educationally forward countries of the world retain their inspectorial practice; and in New Zealand, where as early as 1923, half of the children who left the primary schools were proceeding to some full-time secondary institution, as compared with the almost negligible percentage in this and most other countries (some of which, however, have compulsory part-time continuation systems, such as that which Mr. Fisher tried to establish here), we note the significant fact that the primary school inspectorate is exclusively recruited from the teaching staff of the primary schools.

Miss Gilpin, head mistress of the Hall School, Weybridge, has arranged an international gathering of school children for the study of languages to take place from July 28th to the middle of August at the Chateau de Bierville, thirty miles south-west of Paris. There are to be fifty children from each of the three countries, England, France and Germany. There will be music, dramatic work, sports, games, and excursions, and the cost will be six shillings a day.

Any English teachers who desire to take up appointments for a year in Canada or Australia under the Interchange of Teachers Scheme recommended by the Imperial Education Conference, 1923, should communicate with the League of the Empire, 124, Belgrave Road, London, S.W.1, who will send particulars.

MY SCHOOL.

BY EX SCHOOL-GIRL.

My old school was built on the site of a gaol. New-comers were always shown the spot where the last criminal, a woman, was hanged, and all queer sounds and unaccountable noises were ascribed to the wanderings of that unfortunate lady; while the wonderful display of flowers raised every year by the boarders was attributed to the fact that they grew on the victims' graves.

The pupils were drawn from the middle classes, shopkeepers being well represented, with a sprinkling of the local Upper Ten. The boarders were the offspring of a motley crew. Their parents included several farmers, an elementary school head master, a building contractor, the chairman of nearly all the societies in the town, a retired major, a doctor, and a commission agent ("bookie"), who seemed to live in a state of precarious affluence, his daughters sometimes proclaiming the number of specialists that they were under during the holidays, while sometimes one went round collecting farthings for Sunday, while the other would offer to eat cakes of tooth paste for a trifling fee.

The curriculum was similar to that of a boys' public school. Geography and Scripture were dropped after the upper fourth, so that more time could be devoted to history and literature. All girls who reached the upper fifth had to sit for the school certificate. Then the great majority left, leaving only four or five for the sixth—a surprisingly small number in proportion to the size of the school. The members of the sixth concentrated on subjects for the London matriculation and intermediate as passports to a university career.

There was no provision for a domestic course, and needlework was dropped altogether after the upper sixth. Those in authority seemed to have forgotten that many of the girls might become "glorified housekeepers." I know that a short domestic course would have been welcomed by a number of girls who were not contemplating an academic or business career.

In regard to school examinations, I expect that we were no worse off than are the pupils at most schools. We had six or seven tests in the autumn and spring terms, and not less than nine in the summer. We found those in summer very trying, with all the outdoor attractions of tennis, cricket, and swimming.

Wherever possible, especially in the lower school, the practical method of teaching was used. Literature and history were made to live by physical demonstrations and impromptu theatricals. Physics and chemistry ranked with games and gym. by reason of the fun to be had from using balances and from making sulphuric acid smell like bad eggs. In geography a great deal of mapping was done, and models and charts were made. French was enlivened by spasmodic attempts at conversation and by keeping a *News of the World* chart, in which every week were recorded the most important events in the chief countries. In the summer, botanical rambles were taken, which were more instructive than any number of classroom lessons. On the whole, the work was attractive and interesting. Where teachers failed to hold the attention of a class it was through lack

of disciplinary power rather than lack of interesting subject matter.

Yet, however attractively a teacher might introduce the elements of Latin, there were always some girls who did not respond, and for these provision was made. If by the upper third a girl showed no aptitude in French, she was not forced to take Latin or German, but attended a general class where first-aid and craft-work were taught.

Otherwise, there were no definite classes for hand-work. Art was strongly emphasized in the lower and middle school, and all the pupils took the annual Royal Drawing Society examinations. On the eve of these, flustered boarders might be seen rapidly searching an ancient *Girls' Magazine* that adorned the study shelves for something which could be represented as "Memory Drawing from Real Life," and year after year the same kicking puppies and fuzzy kittens nobly offered their services.

The school made a strong feature of music, and endeavoured to cultivate our musical tastes. Musical appreciation classes, for the whole school, were held several times a term, when a visiting quartette played classical selections which were analysed and explained. A vigorous music club was formed, which read and discussed "Music and Youth," and entered for the competitions. Every term the music pupils gave a recital before the whole school—a frightful ordeal!

The most unsatisfactory part of the curriculum was the games. We had two practices a week, when we might have had four, as the playing field was large enough for games of hockey and lacrosse to be played at the same time. There were two grass tennis courts and two rubble. The rubble were used only about twice a week, when, weather permitting, they could have been used every day. I think, however, that tennis would have been played more if we had had some coaching in the game. The games mistress was interested only in bright players, possibles for the Six, and left the mediocres to muddle on for themselves.

In the summer, cricket was played rather half-heartedly. There were a few who were very keen, while the others had to be dragged to practices. Consequently, we were hardly ever sure of a full eleven. Our lack of enthusiasm was largely due to the games mistress.

The boarders were the victims of long, sedate, crocodile walks, when they longed for a rough-and-tumble game of netball or hockey. It was only in the summer that they were excused and allowed to play tennis instead.

On the whole, the boarders were a happy little family. Of course, they had some quite sensational rows, drawn-out feuds, and catty quarrels, but they all helped to enliven things and to shake us out of the contented rut of routine. Otherwise, that routine was a splendid training in orderliness, smartness, and punctuality, while hourly association with creatures of one's own age soon rounded off corners and sharpened the wits. For the development of pluck, self-reliance, and *savoir faire*, there is no place better than boarding-school. I would not have missed it for worlds.

AN ENGLISH TEACHER IN NEW SOUTH WALES.

Eighteen months ago an advertisement in *The Schoolmaster* announced that vacancies for teachers existed in New South Wales.

The religious denomination responsible for the advertisement undertook to nominate selected candidates and to provide for teachers so nominated until employment was secured. It was distinctly understood that the Minister of Education for New South Wales would not guarantee employment without a personal interview, but that, owing to the shortage of teachers in the State, the prospects for properly trained, young, healthy teachers were good.

The risk seemed slight, the outlook promising, and after submitting myself for medical examination, I booked passages on one of the Commonwealth Line of steamers.

We arrived in Sydney at the scheduled time and disembarked about noon. Our party was met by a representative of the nominating body, and at three o'clock we were introduced to the Director of Education, the chief permanent official in the State. Arrangements were at once made for an interview with the Appointments Committee, and in less than a week we were at work.

Here let me say that all permanent employees in the public service must pass a thorough medical examination in addition to the test imposed by the migration authorities. Further, candidates for permanent employment in State schools must express in writing a willingness to accept appointment in any part of the State at any period of their service. No married woman and no person over the age of forty may be accepted for permanent appointment, a fact which cannot be too strongly emphasized, nor can a permanency be granted until the expiration of at least six months' probation, during which time the minimum salary is paid. In the case of men this salary is at the rate of £239 5s. 2d. per annum, less superannuation contributions which, in my case, amounted to 10s. per week.

Thus, for six months, a man must be prepared to live on approximately £4 a week, an altogether inadequate sum for a married man when one considers that 30s. per week is quite a moderate rental in the towns and that the cost of living is higher than at home.

I was appointed on the staff of a commercial superior public school in an industrial area. Boys who satisfactorily complete the Primary Course may sit for the Permit to Enrol Examination, and if successful may attend a commercial or junior technical school for three years. Candidates for high schools are selected on the results of the Qualifying Certificate Examination, entrance to all schools with advanced courses being free and competitive.

I must here pay tribute to those among whom the all-important probationary period was spent. My head master and colleagues showed great kindness and real sympathy. Every difficulty was anticipated and I felt thoroughly at home from the start.

Towards the end of the period my work was inspected by an official from the department in order that my classification might be determined. This classification

depends upon two factors—scholastic attainments and efficiency in teaching, the first being assessed by the Teachers' Examinations Board and the second by the inspector in whose area the school is situated.

Newcomers eligible for permanent employment are placed in one of four classes, IIA, IIB, IIIA, IIIB, for attainment, and are marked "A," "B," or "C," for efficiency.

An assistant master classified IIA receives a salary of £382 5s. 2d. per annum, less superannuation contributions. On promotion to the rank of first assistant he would receive an increment of at least £26 per annum. As head master of one of the smallest schools he would receive, on this classification, approximately £434 per annum. (An extra allowance is made in the case of schools in certain areas.)

Assistant masters classified IIB, IIIA, or IIIB, receive £26, £78, or £104 less per year respectively. The salary for women is approximately four-fifths of that paid to men with the same classification.

A word of warning is necessary here. Competition for headships is keen. Other things being equal, promotion is determined by seniority and, as in England, many highly qualified teachers are waiting.

Teachers holding the IIA classification may be examined for IB status. Three theses must be submitted: (1) in English Literature, (2) in Education, and (3) in some other subject; but one thesis must be accepted before another may be written, and, of course, the IB efficiency mark must be secured. A first assistant, holding the IB Certificate in a first class school, would receive about £530 per annum.

A teacher who has held his IB classification for six years during which his service has been entirely satisfactory, and who has had charge of an important school for three years, is eligible for IA. He must, however, secure the appropriate efficiency mark after a special inspection, and submit a satisfactory thesis giving the result of his study and research in some section of educational theory or practice.

The salary of the head master of one of the largest primary schools in the State would be approximately £650 per annum on the IA classification.

Thus it seems to me that any English teacher who has attained a comfortable position would gain nothing from a financial point of view by emigrating.

The method of classification of primary schools may be of interest. Schools with over a thousand pupils are placed in Class I, the remainder being classified as under:

Over 750 and under 1,000	.....	Class II
" 540	" 750	" III
" 200	" 540	" IV
" 40	" 200	" V
40 pupils or less	.....	" VI

The salaries of head masters, mistresses of departments, and first assistants (men and women) vary according to the size of the school, the difference between one grade and the next being £26 per annum in the case of men.

With regard to teachers' pensions: Superannuation contributions are compulsory for every permanent

member of the service, such contributions depending upon the annual salary received and on the age of entering. Where the salary does not exceed £130 per annum, the employee must contribute the amount necessary to provide two units of pension (one unit of pension=10s. per week). An increase in salary is accompanied by increased contributions and increased pension benefits. Thus, if the salary is £365—£416 inclusive, the pension is £182, and if £521—£572 inclusive, £260 per annum would be paid as pension.

It must be added that on the death of a married man in the service a pension equal to one-half of that for which he was contributing is paid to his widow, together with an allowance of 5s. per week in respect of each child under the age of sixteen.

The annual inspection of schools presents many interesting features to one accustomed to the English system. The State is divided into districts, each in charge of an inspector, whose programme provides for at least one inspection of each school per year; incidental visits are made as opportunities offer.

In the course of his visit he observes the work of each teacher and makes an estimate of his efficiency according to a numerical scheme. Thus a IIB man holds the mark 24 unless his efficiency is of a higher degree than is usual in that grade, in which case his mark would be 30. To satisfy the requirements for IIIA the mark should be 36 at least, but 42 may be awarded. The remaining marks are graduated thus :

IIB	.....	48 or 54
IIA	.....	60 or 66
IB	.....	72 or 78
IA	.....	84 or 90

The internal management of all State schools is entirely under the control of the Minister and his officers, but Parents' and Citizens' Associations render valuable assistance. They have as their object the furtherance of the interests of the schools by co-operation with the teaching staff. They report to the department on the material requirements of the schools, recommend minor repairs, alterations and additions to school buildings and assist in the selection of new sites; they take steps to provide school libraries and other desirable accessories, such as pianos, pictures, etc., which are not provided by the department. Teachers in charge and heads of departments are *ex-officio* members of the local association.

The writer has already had considerable experience of the excellent work which energetic "P. and C." Associations may perform. Concerts and entertainments organized by these voluntary bodies result in the provision of apparatus which materially assists in the efficient working of the schools concerned. They provide, moreover, a strong link between the schools and the general public, since all parents and citizens interested in their local schools are eligible for membership.

My general impression is that education in New South Wales is well organized and highly efficient; wonderful, indeed, considering the peculiar difficulties which face the department. Distances are great, yet the most remote districts are amply provided for. Where no school exists within reasonable distance, provision is made for instruction by correspondence or by the establishment of house-to-house and travelling schools.

MUSIC.

By J. T. BAVIN.

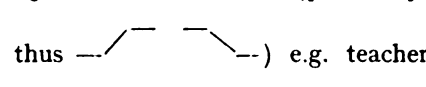

These lessons deal with various points of musical training with especial reference to the gramophone.

MELODY MAKING.

One of the chief values of melody making lies in its power as an exercise in awakening the imaginative and inventive powers, not as an attempt to produce composers. As in everything else which we try to do for ourselves, the first step is to find out how it is done, how melodies are made. We shall begin, therefore, by examining the tunes we know, and from them we shall gather a series of ideas, which we may put to practical use. And although the result in many cases may be somewhat in the nature of machine-made work and most probably of small value as a piece of music, it will open a path which may lead to greater things. The possibility that it may awaken to life some creative ability lying dormant in even one mind will make it all the more worth while.

In the previous chapters we have seen that every tune has a home—that it starts from home, goes away from it, and returns there to finish. We, too, start from home to go for a walk, or to go to school, and then at the finish we return home again. The distance of the return is the same as that of the outward journey: we need not of course return by exactly the same route, we may vary it by taking other paths, but generally speaking we shall find it the same. Thus there is a balance between the parts: this applies also to a tune. If we listen to "Little Bo-Peep" we find the tune going out for a walk for the first two lines, and then the last two lines return home again, where the tune ends. In "Little Jack Horner" when we reach the middle we can feel how it has gone out, and at the end we equally feel that it is at home again. With "Tom, Tom, the piper's son" and many others we find the same thing. Here then is something with which we can make a beginning in inventing little tunes of our own.

As a start we will just go out and then back home. The teachers should give an opening figure, a progression from home, and ask the children to give an answering figure, a return home (pictorially it may be shown

thus  e.g. teacher  and

the class at once replies

 or 

This should be repeated at other pitches. If desirous we may put words to it, e.g., "Come out," "Go home." Always keep a distinct rhythm in the opening figure, and so encourage the rhythmic sense. So long as the answer is given promptly the children will be practically unanimous in giving it. In hundreds of cases—always with different schools—I have never known the class to fail to reply.

(To be continued.)

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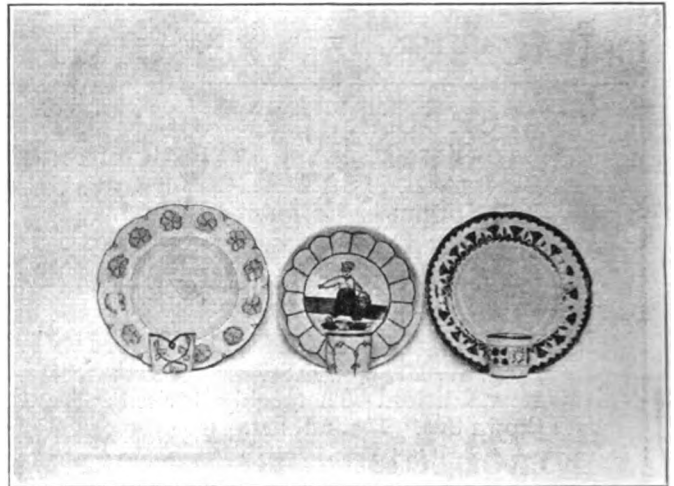
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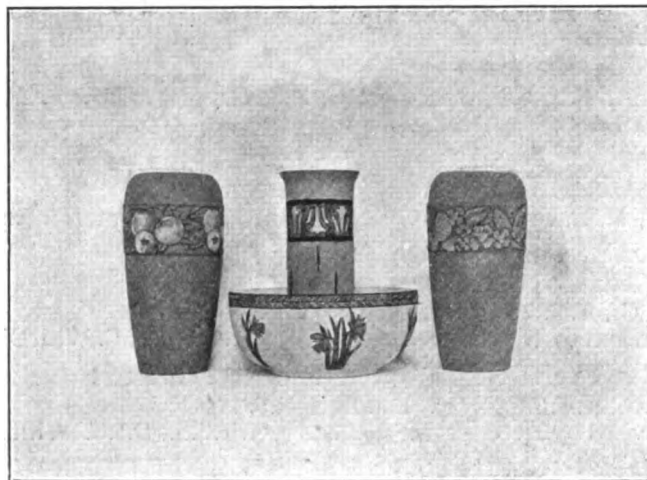
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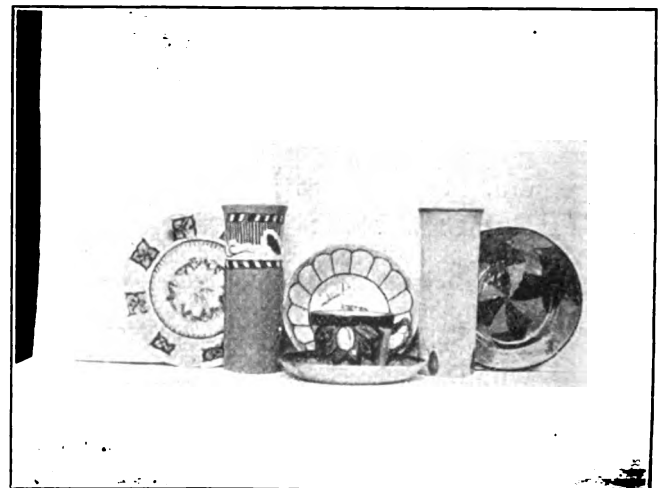
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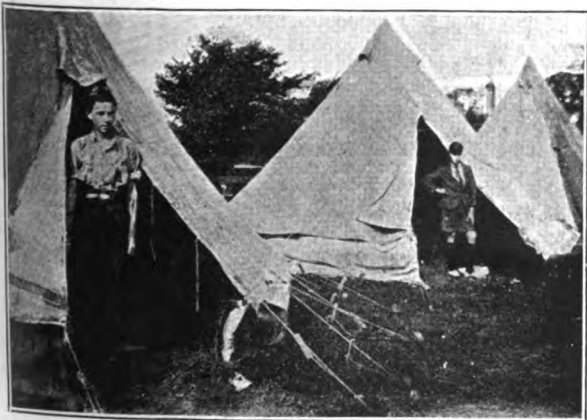
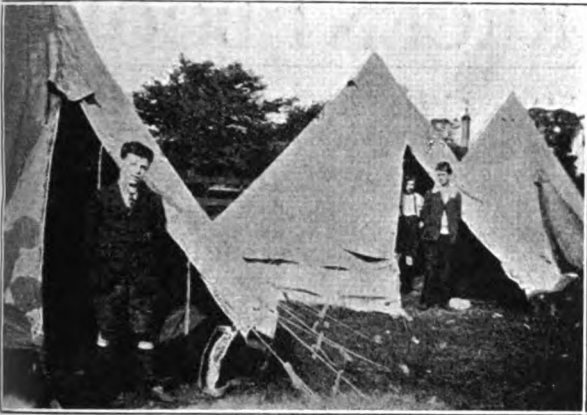


4



5

In the pictures given above the work is that of children, save for the centre article on Plates 1, 2, 4, and 5 and for the articles on Plate 3. On Plate 1 is shown the work of children of 14-16 years of age, while Plates 2, 4, 5 show the work of children of 10-14. (See article on "Pottery Painting.")



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SCHOOLCRAFT.

A SCHOOL EDUCATION CAMP.

BY HENRY J. SEARLE.

(See photographs on centre pages.)

Those who have had any experience of a well-organized education camp will readily agree that camp life is one of the best means of testing a boy's character. He meets his teachers and school companions in an entirely different atmosphere, and a co-operative spirit springs up. The boy realizes that his teacher is also a friend and the teacher is able, on account of the less reticent attitude of his pupils, to extract from them much that had previously lain dormant and to obtain a more sympathetic understanding of them. In short, each understands the other better than is possible in the classroom.

A week in camp will give an opportunity for good-fellowship, individuality and resourcefulness, self-reliance, adaptability, and unselfishness to come out. An experienced camp officer will quickly discover how to develop these qualities to the best advantage.

The value of the camp from the health point of view needs but little comment. Life under canvas in the open country or by the sea side for the boy, living in a district hemmed in by bricks and mortar, is an experience well worth the time and money spent on it.

A few practical suggestions, and the outlines of the arrangements made for a recent camp may be of service to those contemplating a similar venture.

"Where shall we go?" and "What will it cost?" appear to be the two paramount questions which arise in one's mind at the outset. The two questions are closely connected, as the length of the journey depends upon the funds available. The writer has found that the greatest educational benefits can be derived by the boys if the camp is situated in a district familiar to those in charge of the camp. Local interest can be brought to bear and much time and labour are saved through not having to wade through a multiplicity of guides and directories.

The camp described by the writer was held in a quiet little village, beautifully situated on the banks of the Thames. No difficulty was experienced in obtaining the use of a meadow in the grounds of a local landowner. Much depends upon the site. Five well spaced tents were pitched in a dry but cool spot, with welcome shade from surrounding trees.

The campers included two camp officers and twenty-nine boys. The average age of the boys was 12.4 years, and the camp lasted for ten days.

Previous to their departure from home the boys were medically inspected by the School Medical Officer and, in consequence, some were sent to the School Clinic, chiefly for dental treatment.

The financial difficulty was met in the following ways. The County Education Committee generously supplied a grant of £10. This was given on condition that a complete scheme of intended instruction was to be approved by His Majesty's Inspector. School social functions, donations from friends, and a small subscription from each boy saved and collected weekly, made up the total which could be spent. As funds were not plentiful, the cheapest methods had to be adopted.

Arrangements were made with the railway company to take the boys at a reduced rate. The boys' subscription of 12s. 6d. for ten days covered: railway fares, fares on educational and pleasure trips, all food charges, and swimming instruction fees. Each boy took with him a guide book, prepared in school beforehand. This contained maps and plans of the camp locality, sketches and notes on nature of local interest, notes of historical interest, and a list of suggested rambles. Note books, sketch books, and diaries were also supplied and the contents were entered up, usually in periods of free study. These books were carefully preserved and inspected after the camp when the boys returned to school.

Each tent was in charge of a captain, chosen by the camp officers, who was responsible for the general conduct of his tent. Marks were given for smartness, kit inspection, cleanliness of tents, and cooking.

The educational programme and time-table were arranged and set out under the direction of the H.M.I. and the head master, and provided for both mental and physical development. Instruction was given in map reading, geography, history, nature study, field and rural arithmetic, camp crafts, sketching and how to employ leisure time profitably by means of organized games, swimming, rambles, etc.

In the centre of the camp, a notice board was erected, which displayed three sets of orders:

- (1) *Standing Orders*.—Camp boundary regulations, kit inspections, duty tent for cooking, fatigues, classes of sicknesses to be reported, etc.
- (2) *Routine or Time Table*.—Get up, 7 a.m.; breakfast, 8 a.m.; bank, 9 a.m. (this refers to a method adopted of taking care of the boys' pocket money and making allowances as required, to avoid loss and rash spending); tent and kit inspection, 9-30 a.m.; educational tours, lectures, and general studies, 9-45 a.m.—12-30 p.m.; dinner, 1 p.m.; sketching and organized games, 2-5 p.m.; tea, 5 p.m.; swimming instruction, 6-45 p.m.; letter-writing and social programme, 7-8 p.m.; supper, 8-30; roll call 9 p.m.; prayers, 9-15 p.m.; lights out, 9-30.
- (3) *Daily Notices*.—These notices were posted each evening and displayed the next day's activities, i.e.:
 - (a) Duty tent—Captains in charge.
 - (b) Educational visits.
 - (c) Notes and sketches to make.
 - (d) Organized games, etc.

The aim of these notices was to prepare the boys for the morrow as to clothes to be worn, food to cook, books, etc., to be carried for the next day's activities.

In the arrangement of the camp diet, the suggestions of the School Medical Officer proved very helpful. The food was procured locally. Milk, eggs, and butter were purchased from a dairy farmer, and meat, bread, groceries were delivered at the camp by local tradesmen. The

question of diet had been very carefully studied and the items for meals were selected from the following :

Breakfast.

Farmhouse bread, fresh butter, new laid eggs, seedless raisins, bacon, marmalade, tea (some of the weaker boys were supplied with a larger quantity of milk instead of tea).

Dinner.

Beef, ham, grilled sausages, new potatoes, fresh vegetables, salads, tomatoes, fresh fruit, milk puddings.

Tea.

Farmhouse bread, fresh butter, salad, cake, fruit, preserves, tea.

Supper.

Cheddar cheese, fresh butter, farmhouse bread, new milk.

Drinking and washing water was obtained from an adjacent well, and during the day water containing oatmeal and fruit juice provided an excellent thirst quencher.

The cooking was done over an "open fire," and plenty of wood fuel was available. Under the guidance of the camp officers the boys did all their own cooking, the tent Captain being responsible for this as well as for the serving of the meals.

Each boy brought to camp blankets, enamel-ware, cutlery and suitable camp clothing. The boys wore as little as possible, and the weather conditions allowed frequent sun-baths, which were very beneficial. Routine dress consisted of cricket shirt, knickers, stockings, and shoes.

The first aid equipment was not requisitioned, and the good effects, both mental and physical, of a combination of sun, fresh air, and sleeping in tents had upon a town child were very marked.

Some examples of the good effects of camp life, as noted by the camp officers, could be summarized thus :

Boy "A."—A pale, delicate-looking lad—who was given any spare milk—became almost roguish and boisterous.

Boy "B."—Very slow and backward in school, developed a skill in poetical repartee and became keen to anticipate a camp officer's move.

Boy "C."—Usually hemmed in with bricks and mortar, became assiduous in finding fresh insects or flowers, with a host of questions or a desire for "the glass" to have a "better look."

Each boy returned home better in health, brighter in ways, more sprightly in bearing, prouder of self, very sorry to break camp, and sincerely wishing for another similar experience.

Boys who had small appetites (in early camp) willingly passed on a ration. On no occasion was a boy seen to "go without," for although some had soon exhausted their tiny stock of pocket money, the luckier ones immediately made themselves responsible and played "Big Brother."

In a word, the camp helped to show life as something bigger and broader than it had hitherto been. It helped to instil the spirit of "Live and let live," and showed that school was not a place confined within four walls, but something through which each could further the common good.

CAMP TIME TABLE.

<i>First Day.</i>	Arrival at Camp—Fixing of tents—Erecting camp fire.
<i>Second Day.</i>	Educational visit (a local river lock and ancient Church)—Notes and sketches on locks—Map of R. Thames. Recreation: Games and swimming instruction.
<i>Third Day.</i>	Educational visit (a Norman Church)—Notes and sketches on Norman architecture. Recreation—Cricket match v. village school team—Swimming instruction.
<i>Fourth Day.</i>	Education—The local reach of the Thames—Measuring width of river—Rainfall charts—Local water supplies—Nature Study, notes and sketches on country ramble. Recreation: Organized games and swimming.
<i>Fifth Day.</i>	Educational visit (local town of historic importance).—Notes and sketches on points of interest noted. Recreation: Swimming instruction.
<i>Sixth Day.</i>	Educational visit (famous local bridge)—Measuring height of trees. Recreation: Local regatta—Cricket match and neighbouring school—Swimming instruction.
<i>Seventh Day.</i>	Church parade in conjunction with local troop of Boy Scouts—Country ramble—Visit of parents and friends to camp.
<i>Eighth Day.</i>	Educational visit (inspection of local reservoir with guide)—Notes on waterworks—water supply—capacity, area, depth, etc., of reservoir. Recreation: Organized games and swimming instruction.
<i>Ninth Day.</i>	Educational visit (historic castle)—Notes on the castle and its historic connections. Recreation: Swimming instruction.
<i>Tenth Day.</i>	Preparation for returning home. Packing of tents. Recreation: Swimming instruction. kit, etc.

The following is a cash statement of the camp described :

RECEIPTS.			EXPENDITURE.		
	£	s. d.		£	s. d.
Boys' Subscriptions			Fares to Camp ..	3	16 11½
29 boys at 12/6	18	2 6	Transport to and from Railway Stations	1	5 0
Grant from Education Committee	10	0 0	Tradesmen's A/cs	26	11 9
From School Socials	14	5 11	Labour and Hire..	1	14 0
Donations.....	2	10 0	Swimming Instruction Fees	2	0 0
			First Aid Outfit—Camp Utensils and Petty Cash .	5	0 4
			Excursions (Fares and Teas)	4	10 4½
	£44	18 5		£44	18 5

Mr. John Bell, M.A., Fellow, Tutor, and Dean of Queen's College, Oxford, succeeds the Rev. A. E. Hillard, D.D., next September, as High Master of St. Paul's School. The new master, who was educated at Marlborough and Balliol College, is thirty-six years of age.

Mr. Thomas A. Woodcock, of Manchester Grammar School, has been appointed head master of Ashby-de-la-Zouch Grammar School.

POTTERY PAINTING.

BY C. R. LEVISON.

(See photographs on centre pages.)

It is now recognized that craftwork forms an essential part of any course of art teaching in schools, and pottery painting is a very suitable craft for children of ten years of age and upwards. For children whose drawing is usually satisfactory it affords an additional type of exercise, provides a new medium in which to work, and above all illustrates the necessity of modifying designs to suit the material and process employed. But the interest and enthusiasm with which pottery decoration is invariably received have also an important and marked effect upon those who "cannot draw." Many of these have a feeling for form and colour, but have not yet acquired an adequate mechanical skill. The technique of pottery painting is not difficult, and many whose formal drawing is quite ordinary find an inspiration which produces surprisingly good results. Others who have hitherto regarded their lack of skill with equanimity have their interest captured by the fact that pottery deals with real things. Those who, to use their own phrase, "cannot make designs" are driven to study, modify, and adapt such examples as they have access to—a process by no means devoid of value. The reproach that art work in schools tends to be unreal and divorced from life is not without justification, and should be met by various forms of craftwork.

Pottery can be divided, roughly, into two groups—china and earthenware; and the decoration of pottery can be applied either over or under the glaze. It is with the underglaze painting of earthenware that this article deals.

If desired, and if circumstances permit of the installation of a fair sized muffle furnace, the whole process, from clay to finished article, can be carried out in school; but in most cases it will be convenient to arrange for the co-operation of a manufacturer who will supply articles of once-fired clay ("biscuit"), and who, when these have been decorated, will glaze and fire them again. Messrs. Clokie and Co., the Potteries, Castleford, undertake to do this, and have always proved very satisfactory.

It is useful to give an introductory lesson which explains the process of manufacture and to demonstrate the fashioning of, say, a vase, by (1) throwing on a potters' wheel, (2) casting in a plaster mould. If a small muffle furnace is available the vases can be fired to a temperature of 1100° C. to 1200° C. After this firing the ware is called "biscuit" (bisque), and is porous, having the same texture as a plant pot. Since it will usually be impossible for children to fire their own clay, "biscuit" of various shapes should be obtained from a manufacturer.

In preparing the design which is to be applied to the selected "biscuit," it is well to insist from the first that a brush treatment is essential to the fullest success. Bold and conventionalized effects are much to be preferred, and finicky "natural" painting is to be deprecated. Examples or illustrations of typical Greek and Egyptian, etc., vases are stimulating. Lead pencil may be used in tracing the design on the ware, since this burns off in firing. Commercially, stencils are extensively used in applying designs, but this method, though practicable, is not specially useful in schools. It may be

pointed out that a flat tint cannot be laid evenly over a considerable area with a brush: but when an even ground is desired, two coatings of thin colour may be sprayed on through an atomizer, the parts not to be coloured being protected by strips of paper.

The colours used are underglazed colours, obtainable from Messrs. Wengers, Etruria, Stoke-on-Trent, at a cost of 6d. an oz. or less. The most suitable colours are jet black, olive green, strong yellow, cobalt blue, earth brown, and grey: these all fire extremely well. Camellia pink is the safest red, but it must not be laid too thickly or it will boil in firing. Other useful colours for small areas are bright green, fox brown, and mauve. The colours should be mixed with gum arabic, in the proportion of a teaspoonful to an ounce, and then diluted with water to a suitable consistency for working and kept well stirred. Too little gum causes the colours to smear when handled before glazing, whilst too much gum results in unglazed spots over the colours. It is useful to prepare a plate with a specimen of each colour on it, and have this fired, since some of the colours are not the same tint after firing as before. With this as a guide, reliable colour schemes can be built up. It is a safe general rule that the amount of colour laid on the pot should be just enough to hide the white. If a considerable thickness of colour is used it will boil when fired.

The concluding process, that of applying a glaze to the "biscuit," cannot usually be done in schools. If a muffle furnace is available a demonstration could be given, perhaps with the old-fashioned salt glaze; but it is more satisfactory to allow the manufacturer to do the "glost" firing. It is possible to have the usual bright glaze, or a matt, eggshell glaze can now be obtained.

If further decoration is required, lustre glazes can be applied. Two of the most effective lustres are doffodil and mother-of-pearl. These are, respectively, yellow and clear, and are applied thinly over the entire surface of the glazed pot. A third firing to a moderate temperature is then required, giving an iridescent sheen to the glaze. Lustres are supplied by Wengers at a cost of about 4s. an ounce.

The cost of pottery painting is not great, since the manufacturers make no extra charge for firing. Carriage both ways is paid by the purchaser, but even so, retail prices are not exceeded, provided a good number (say 100) pieces are despatched each time for firing.

It is necessary to have a private mark painted on the bottom of each piece for purposes of identification.

Appended is a short list of suitable shapes of "biscuit" obtainable from Messrs. Clokie, who will send a price list on request.

Toby Jug, in sizes	.. ..	8d., 10d., 1/
Spill Vase .. ..	.. ..	1/6 and 3/- pair.
Edna Vase .. ..	.. ..	2/6 pair
Bulb Bowls (octagonal) nest of 4	.. ..	3/6
" " (round)	3	2/6
Plates (small size) .. ..	.. ..	2/6 doz.
Egg Cups .. ..	.. ..	2/- doz.
Fruit Dishes .. ..	.. ..	4/6 doz.

DISCIPLINE IN GIRLS' SCHOOLS.

By P.G.M.

There appear to be two main types of discipline: One may be called staff-discipline and the other is self-discipline. I have had experience in both types, and it is the marked contrast in the result which prompted me to consider the question of discipline in girls' schools.

It is essential to bear two things in mind when considering this question. In the first place the school is a small world whose population usually exceeds two hundred; that population is composed of individuals of widely varying characters. In the second place, every member of that world is imbued with a capacity for intense interest in her work, and has a strong sense of justice. For girls are rational beings.

The community must be kept interested, and must be wisely and justly controlled in order that there may be harmonious progress.

The question of interest cannot be dealt with here, but it is to the advantage of every teacher to study the methods of arousing this in her own particular subject. If her powers of interesting are many, she has gone far to the establishment of good discipline.

Girls will "play the game" only when that game is well organized, and the referee is proved to be just. Every member of the community must therefore feel that the laws by which she is controlled are just, or as she would say, "fair."

Self-discipline in contrast to staff-discipline makes for a greater feeling of "fair play." Let us consider each.

The good discipline throughout a school should be the result of the combined efforts of the girls forming that community as much as the result of the combined efforts of the staff. The code of "fair" dealing inherent in every girl can be put to use, and can be developed further, as in the following example.

Every group of girls, that is every form, chooses by election a captain, a vice-captain, and a committee. The numbers on the committee vary from three to seven, according to the size of the form. This committee is responsible for the good government of the form. As no girl may serve on it more than one term every year, most of the form have some experience. The captains are responsible to the prefects, who hold a "Prefects' Court" once a week, when all the form captains are present and their reports made. Justice is meted out by this assembly. After each "court" a report of the proceedings is given to the head mistress by the head prefect.

The form mistress and staff as a whole are not entirely relieved of responsibility. They must exercise a wise interference and control, and be the almost silent guiding power.

All the laws of the school are made by the staff and the prefects, and are kept as few as possible.

In contrast to this is the "Order mark and point" system which means that the staff alone are responsible for the discipline, and mete out all the punishments. An order mark, really a disorder mark, is given for some offence, and if the girl has any spirit she accepts

it like a heroine, and regards her offence amply "ticked off" by the mark she has received against it. There the matter ends, unless it happens to be her sixth or seventh order mark, when she is given a "point." Usually seven order marks equal one point, and so the system grows, and offences are graded, for one may be unlucky enough to secure a "point" straight away.

No form spirit is fostered and the more daring characters are tempted to see how far they can go. The method is not calculated to improve the disciplinary powers of the staff. The teacher simply gives an order mark to any girl who fails to do her bidding, and some members of the staff give many more than others. The rate at which they award the marks usually depends on their powers of endurance and patience. In many cases it may be compared to an irritable person hiding behind a wall and throwing stones at harmless passers-by, who have only committed the indiscretion of walking by his wall when he was in a stone-throwing mood! The unfortunate person may retaliate or argue, but he still feels the effects of the blow.

The final result of the discipline in a school is the mysterious and subtle feeling called "tone." There are varying degrees of "tone," and the degree can be detected at once by a stranger who enters the building for the first time. Lack of tone is synonymous with lack of discipline, or what is worse, a poor system of discipline.

The National Union of Students of the Universities and University Colleges of England and Wales held a Congress at Bristol recently. A Cambridge representative, Mr. Herklots, announced that Cambridge had decided to give twelve months' notice to leave the Union. The question of representation seems to be the stumbling block, though the question of policy has something to do with it. The Union discussed this at some length but could come to no definite conclusion.

Miss M. E. Roberts, Head Mistress of Bradford Girls' Grammar School, resigned her post on April 6th. She went to Bradford from the Bedford High School, where she was second mistress in 1894.

Pensions in Private Schools.

Asked how many preparatory schools had accepted the Board's pension scheme Lord Eustace Percy informed Mr. Savery that twenty applications for acceptance under the scheme had been received and had either been approved or were under consideration.

An Exemplar for Young Men.

A feeling of gratitude, we learn, has prompted a young man of Paisley to send £27 5s. to the Renfrew Authority, in repayment of bursaries granted to him in 1921 and 1922, and in acknowledgment of the consideration and timely assistance given to him during years which were of vital importance to him. The Authority has expressed the hope that there will be others of like mind.

TEACHERS REGISTRATION COUNCIL.

ELECTION OF THE COUNCIL

For Quinquennial Period, July 1st, 1927, to June 30th, 1932. (Non-University Members.)

The election was conducted under the direction of a Special Committee, presided over by Lord Gorell, Chairman of the Council, and the votes were checked and counted with the help of students of the London Day Training College.

The following facts may be of interest :—

Number of Voting Papers sent out	73,332	Number of cards returned by Voters ..	33,115
Number of packets returned by Post Office		Number of incorrect cards	607
owing to change of address.....	4,442		

LIST OF CANDIDATES WITH VOTES.

Teachers in Public Elementary Schools :

HEAD MASTERS :

W. D. Bentliff	4000	} Elected
F. Mander	3687	
T. G. Tibbey	3025	
W. H. Young	894	
F. C. Greaves	753	
W. Woodward	457	
W. H. Fletcher	222	

HEAD MISTRESSES :

Miss E. R. Conway	3948	} Elected
Miss E. Winfield	3296	
Miss A. A. Scorrer	2924	
Miss E. E. Crosby	1125	
Miss A. G. Hewitt	1010	
Miss L. Titleboam	520	

CLASS MASTERS :

O. Papineau	3201	} Elected
C. Barrass	2910	
H. T. Morgan	2844	
R. Anderson	1210	
A. E. Warren	1182	
A. Davison	962	

CLASS MISTRESSES :

Miss W. Organ	5710	} Elected
Miss F. Dunn	5298	
Miss M. Gardner	5110	
Miss E. Nixon	2000	
Miss S. Wainwright	1878	
Miss A. E. Kenyon	1437	

Teachers in Secondary Schools :

HEAD MASTERS :

PUBLIC SECONDARY SCHOOLS :	
G. Smith	Unopposed
PRIVATE SECONDARY SCHOOLS :	
S. Maxwell	Unopposed
PREPARATORY SCHOOLS :	
H. C. King	Unopposed

HEAD MISTRESSES :

PUBLIC SECONDARY SCHOOLS :		
Miss B. M. Sparks ..	255	} Elected
Miss E. Strudwick ..	182	
Miss L. A. Lowe	139	
Miss E. R. Gwatkin ..	124	
PRIVATE SECONDARY SCHOOLS :		
Miss F. M. Lear	Unopposed	

ASSISTANT MASTERS :

PUBLIC SECONDARY SCHOOLS :

W. R. Anderson.....	2796	} Elected
G. R. Parker	2593	
E. J. Evans	433	

PRIVATE SECONDARY SCHOOLS AND PREPARATORY SCHOOLS :

T. A. Pierce	Unopposed
--------------------	-----------

ASSISTANT MISTRESSES :

PUBLIC SECONDARY SCHOOLS :

Miss E. M. Mace	1314	} Elected
Miss M. L. Newman ..	1282	
Miss E. M. Debenham ..	412	

PRIVATE SECONDARY SCHOOLS AND PREPARATORY DEPARTMENTS OF SECONDARY SCHOOLS, INCLUDING KINDERGARTENS :

Miss J. M. Byrne	Unopposed
-----------------------	-----------

Specialist Teachers :

TEACHERS IN TECHNICAL INSTITUTES :

J. Paley Yorke	623	} Elected
W. M. Varley	539	
E. L. Rhead	537	
G. M. Painter	192	

TEACHERS OF ART :

H. B. Carpenter	256—Elected
Miss M. O. Sharp	172

TEACHERS OF MUSIC :

P. C. Buck	1115—Elected
A. T. Akeroyd	546

TEACHERS OF COMMERCIAL SUBJECTS :

R. W. Holland	Unopposed
---------------------	-----------

TEACHERS OF DOMESTIC SUBJECTS :

Miss M. E. Marsden	Unopposed
-------------------------	-----------

TEACHERS OF HANDICRAFT :

A. C. Horth	506—Elected
F. F. Rockliff	193

TEACHERS OF PHYSICAL TRAINING :

Miss H. Drummond	182—Elected
H. J. Selby	77

TEACHERS OF DEAF :

W. Carey Roe	Unopposed
--------------------	-----------

TEACHERS OF BLIND :

Miss M. M. R. Garaway ..	56—Elected
G. M. Campbell	20

TRAINING OF TEACHERS :

T. Raymond	173—Elected
Miss A. Lloyd-Evans	88

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Margate Conference.

Before these notes appear the Margate Conference of the N.U.T. will have been held. At the time of writing, however, it is not possible to say more than that everything points to success. Mr. Mander's speech as President is sure to make an impression by directing public attention to current matters in dispute as between the Board and certain local education authorities—Circular 1388—and to the need for full opportunity for the development of ability in every child whatever may be the social position of the parent.

The New Vice-President.

Of the five candidates for the Vice-Presidency of the Union, Mr. W. W. Hill, at present Chairman of the Finance Committee, was elected. Mr. Cowen fought a good fight, but in the end was 1,972 votes behind on a total vote of 65,058. Miss Conway polled well, but probably with two women in the field neither the one nor the other (Miss Dunn) expected to succeed. Mr. Hill has had a good training for the work. His knowledge of the education problem and his ability as a writer and speaker should enable him to carry through all the duties—and they are many and arduous—of his new post with success.

Changes on the Executive.

It has been said the personnel of the N.U.T. Executive changes very slowly. In the main this is true. This year, however, of the thirty-six elected members four are new. Mr. T. H. Prescott has been chosen to fill the vacancy in the North Midland district caused by the retirement of Mr. Steer; and Mr. G. H. Barker has been chosen by South England to fill the vacancy consequent on Mr. Wing's retirement. The other new members are Miss Scorrer, who defeated Alderman Conway in Yorkshire, and Mr. R. Hall, who defeated Mr. T. Sherrington in Lancashire. Mr. Conway's defeat was unexpected. He brought to the Executive a long experience of education administration in Bradford, and this, together with his wide knowledge and keen intellect, were valuable assets in its deliberations. Both he and Mr. Sherrington will be much missed at Hamilton House. On the other hand the return of Miss Scorrer to a seat on the Executive will be especially pleasing to the many thousands of women who are anxious to have more women representatives at headquarters. Miss Scorrer's election increases the number of women members to five—the three northern areas send one each, East Anglia and London providing the other two.

The Union and the T.R.C.

The results of the recent election to seats on the new Teachers Registration Council demonstrate the strength of the support the N.U.T. can give to its own nominees. In the four sections of the primary group all the Union's candidates were elected by overwhelming majorities. In the head masters' section Mr. W. D. Bentliff, Treasurer of the N.U.T. and a Past-President, also a member of the Council from the first, heads the poll. Mr. Tibbey,

a member of the Union, and Mr. F. Mander, President of the Union, follow with nearly five to one majorities. In the head mistresses' section, Miss Conway, Miss Scorrer, and Miss Winfield retain their seats by majorities of more than three to one. In the class masters' section, Messrs. Papineau, Morgan, and Barrass are members of the N.U.T. Executive and have beaten their opponents by three to one, and like success has been scored by Misses Dunn, Organ, and Gardner (all of the Union's Executive). Members of the Union who are registered teachers will do well to maintain their influence in T.R.C. elections by persuading their colleagues in the Union who are not registered to apply at once for registration.

Cancelling a Certificate.

The decision of the President of the Board of Education to cancel the teaching certificate of Mr. Towers is on the face of it harsh and unwarranted. The facts of the case are well known. They have been carefully considered by the Executive, and are thought to be sufficiently exceptional to make the President's decision a matter for special motion at the annual conference. The Union has for many years protested against the power to cancel a teacher's certificate, i.e., the power to prevent a teacher from earning a living in the teaching profession being vested in one man. They have asked for a court of appeal. Teachers are as eager as the Board of Education or any of the professions to eliminate the unworthy, and may be trusted to do so wherever there is sufficient reason. The Teachers Registration Council, representing as it does every grade of the profession, might reasonably be made a court of final jurisdiction in all such cases.

Carmarthenshire.

The Carmarthenshire teachers have not yet secured Scale III as awarded for the whole area. The deputation to the President of the Board has, as yet, failed to secure any definite advance towards the desired goal. The matter cannot be allowed to rest where it is. Further developments in this case may be looked for in the near future.

* * * * *

The recommendations of the Malcolm Committee with regard to the employment of young persons between the ages of fourteen and sixteen have been considered by the Executive and discussed with the Permanent Secretary at the Ministry of Labour.

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The Executive has voted a special Jubilee Year donation of £2,000 to the funds of the B. and O. Also special efforts are being made to make the Jubilee Year of the fund a record year in the total of individual subscriptions.

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The Malaysian Teachers' Association has been admitted as an Association of the N.U.T.

BLUE BOOK SUMMARY.

The Staffs of Special Schools.

When in 1925, in pursuance of their codifying policy, the Board issued their new Grant Regulations No. 19, it was pointed out in these columns (the OUTLOOK for November, 1925) that the Appendix B of previous No. 19's was missing, and its place taken by a schedule to Circular 1366, dated September 14th, 1925. Why regulations governing the recognition of teachers in special schools should be contained in a circular was never explained. "Their proper place," as we said when dealing with the point eighteen months ago, "would seem to be where they were before (i.e., in the Appendix to the Grant Regulations themselves), and the reason for the change is not obvious: unless the requirements under Article 9, 'which may vary from time to time,' change more frequently than the Regulations" themselves.

They evidently do. For the circular and its schedule are now withdrawn, and since "the Board have found it necessary in view of the coming into operation of the Teachers' (Superannuation) Act, 1925, to make certain amendments in the schedule" they have taken the opportunity of making other minor alterations, and reissued the whole thing as "Administrative Memorandum No. 52" of their Medical Branch. It really is difficult to keep trace of these multitudinous literary efforts of the Board of Education. Anybody requiring information concerning teachers' qualifications for work in special schools would naturally look in the body of Regulations governing these schools. Up to September, 1925, they were to be found in an Appendix. Then the Appendix to Regulations was turned into a Schedule to a Circular, and now they have changed their appearance again, and are clad in the sedate garb of an Administrative Memorandum! In whatever guise they are issued, their forcefulness in practice is doubtless the same, but if in theory they are part and parcel of that vast system of delegated legislation published as Statutory Rules and Orders, it is hard to see wherein lies the need of their transformation.

However, that by way of preface. The Memorandum indicates the Board's present requirements in regard to the qualifications of the full-time teaching staffs of special schools for blind, deaf, defective, and epileptic children for the purposes of Article 9 of the Grant Regulations of 1925. Part-time teachers are excluded, their suitability is left to the judgment of inspectors, but where full-time service is made up by part-time services in more than one school, the requirements apply. There are seven paragraphs under the heading General, which apply to every type of special school. They are not of any great interest except (f): Student-teachers and pupil teachers are not recognized or counted as part of the staff though they may attend for limited periods for the purpose of gaining experience under approved conditions of supervision and instruction.

As before, there are separate sections governing the three types of special schools, and dealing with head teachers and assistant teachers under those headings. The requirements for head teachers in the first two types are almost identical—they must be certificated

and have completed a course of training or have passed an approved examination in the methods of teaching blind and deaf children. Persons recognized as certificated teachers before August, 1910, however, may continue to be recognized, without either of the before-mentioned alternatives, so long as they have had *adequate* experience with blind and deaf children. And even non-certificated teachers may be recognized as heads if they have had ten years' experience as recognized assistants in the special school required. In the case of schools for defectives and epileptics a non-certificated teacher cannot be recognized. The head teacher here must hold either the teachers' certificate or the higher certificate of the Froebel Union, and have completed a special course of training. There is no special mention of the pre-1910 certificate, but the "adequate experience" is accepted here also in place of the training.

The requirements for assistants in the blind or deaf school are also closely alike (the teaching of "partially blind" does not demand special qualifications). Certificated and uncertificated teachers with the present additional qualifications can, of course, serve in those schools, and they may be temporarily recognized for a period of two years (*three* in the case of the deaf school) from the date of their appointment *pending their either* (1) passing an approved examination in method, or (2) entering on an approved course of training. And the shade of "the young persons over 18" still lingers on, for the Board may, *when they think fit*, recognize them as assistants in a blind school."

The assistants in the defective and epileptic schools are dealt with differently. In the first place nobody under 20 will, as a rule, be recognized; they must be "either certificated teachers or uncertificated teachers or persons holding a certificate of the National Froebel Union. The Board *may* recognize a reasonable proportion of assistant teachers without these qualifications provided they are satisfied that they are personally qualified to act as teachers under proper supervision.

The amendments and minor alterations made in the previous "Schedule" need some searching for. The schedules to the "Code" are no longer referred to, of course, but there is a significant change in the conditions on which temporary assistantships are recognized. They are not now "*on the understanding*" that the teachers concerned pass an examination, or undertake to enter on a course of training; they are "*pending*" the passing or the entering. So, too, with "the persons over 18." In the case of uncertificated assistants the "completion of a course of training" is now an alternative to the passing of an examination. Whereas before the heads of "defective" schools must have had "some experience" now nothing but "adequate" experience will do. Under the old rules the Board definitely undertook to recognize a reasonable proportion of unqualified teachers—they said they *will* recognize. Now they say only they *may*. Perhaps the most interesting change of all is the discovery that there are not only certificated teachers and uncertificated teachers, but there are also those who are neither—i.e., non-certificated and non-uncertificated! Our teaching nomenclature evidently needs overhauling.

NEWS OF THE MONTH.

Enlarging the "Poly."

The first section—the reconstruction of the back of the Regent Street building—of the Polytechnic extension has been completed and was opened by the Mayor of Marylebone, Councillor Percy Clarke. Towards the fund of £250,000 for the whole scheme, £95,000 remains to be collected. The L.C.C. made a grant of £30,000, the Middlesex County Council £12,500, and the City Parochial Foundation lent £50,000 on favourable terms. The Governors raised £60,000. Sir Douglas Hogg, Vice-President, at the opening ceremony, said they had over 18,000 students, and they were able to do their work at a less cost per head than any other institution in London.

And the Northern.

New buildings have been added to the Northern Polytechnic in Holloway Road and were opened by Mr. J. M. Gatti, Chairman of the London County Council. The L.C.C. have provided £21,000 towards the cost. The Institute has 25,000 evening as well as 400 full-time and 200 part-time students. The largest increase has been in the architectural, surveying, and building trade department.

Should Teachers be Trained ?

Mr. F. J. R. Hendy, Director of the Department for Training of Teachers at Oxford, in an address to the Parents' Association, had some wise things to say about training. "If the education of teachers were merely a matter of apprenticeship it would not be necessary to have university departments of education." "Teaching was a practical art, but it rested on philosophy and science." "Whether one believed in training or not was largely a matter of whether or not one believed in the necessity for there being any thought behind education." "When a teacher left off thinking about the aim and effect of what he was doing his teaching became dead." Mr. Guy Kendall, Head of University College School, said he was one of the few head masters who believed in training.

An Overdue Reform.

In the debate on the Finance Bill a year ago Mr. Churchill promised to go into the matter of income tax on the profits of public schools. A few weeks ago he met an influential deputation, introduced by Mr. J. J. Withers, M.P. for Cambridge University, and they urged upon him the necessity for removing the effects of the House of Lords' judgment in the Brighton College case. This the Chancellor of the Exchequer in his 1927 Budget speech has now promised to do—anyhow some relief will be forthcoming, and a long-standing grievance will be settled.

The Right Spirit.

Over 50,000 students in American Universities are told earn, wholly or in part, their expenses by some form of employment while carrying on their studies—and that is more than half their number. In Ohio, the proportion is estimated at 95 per cent. Among the jobs taken by students are waiting or dish-washing at students' clubs, delivering papers (between 5 and 8 a.m.), gardening, boot-blackening, and barbering. Some of the women work as housemaids. Evidently these Americans believe, "Where there's a will there's a way"—in America.

Subscribers Wanted.

The Board of Education propose to issue—if subscribers at 16s. a head are forthcoming in sufficient numbers—a subject list of books, pamphlets, papers, and periodicals dealing with psychological tests contained in their library. Anybody who has ever worked in that library knows what a wealth of material exists there on almost every branch of educational study. The proposal is an excellent one and deserves support.

Absence, Without Pay.

Four teachers under the Gateshead authority have been given leave of absence to attend a musical festival at Frankfurt in July. The Bach Choir Society of Newcastle applied on their behalf for leave with salary, but the Education Committee resolved that no salary be paid; Mr. C. F. Flynn's motion that it would be a handsome act to allow salaries was lost by eight votes to five. It would be interesting to know on what principle the opponents made their decision.

"A Great Head Master."

The portrait of Mr. R. F. Cholmeley, the Head of Owen's School, Islington, has been subscribed for by over 1,000 boys past and present, governors and masters of the school, and hung in the New Assembly Hall, opened at the beginning of last month by Lord Eustace Percy. The new building has seats for 400 with forty more in the gallery, and a spacious stage. Mr. Cholmeley is retiring, and the President said of him in the course of his speech at the ceremony "that there was no man who more fulfilled the character of a great English head master—the highest reputation perhaps any man could have."

Non-attendance at Kenley.

With the ever growing tide of traffic even in "rural" neighbourhoods, it is possible that another will be added to the existing "reasonable excuses" for absence of children from school. Twenty-five parents at Kenley, a quiet village near Croydon, tried to convince the magistrates that another was necessary when summoned by the Surrey Education Committee to show cause. The children used to attend Roke School. Now they are required to go to the Kenley and Purley C.E. School instead. This means crossing the London-Eastbourne Road, and running risks of serious accidents.

Municipal Trading.

Sheffield Education Committee are trying to persuade the City Council to establish a printing, stationery, and book-binding department to supply the needs of all departments direct. What is the result to date is not known, but naturally the citizen members of the committee opposed the recommendation. The bait, of course, is a huge saving of expenses, Councillor Rowlinson asserting that the Council would save at least £25,000 a year in printing expenses alone. It certainly looks an attractive proposition.

Manchester Grammar School is to have a new habitation—Long Millgate has long been too cramped. A site has been selected at Fallowfield, of about forty acres, and the Governors have expressed the hope that they will be able to invite tenders for the new buildings in the near future.

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LITERARY SECTION.

BOOKS AND THE MAN.

Indigent Pride.

Mr. Kerr Shaw is an author who is known and esteemed by his friends under another name, and they will have little difficulty in penetrating his disguise or recognizing familiar features of style and opinion in the work which bears his pseudonym. It is entitled "For Sons of Gentlemen," and is published by Dent at 7s. 6d. net. Everybody should read this vigorous tale of Straye College and the gallant attempt which was made to keep it off the rates and taxes. In the abstract all such attempts are deserving of praise, but even a Chancellor of the Exchequer might agree that something is due to motive. Now the governors and head master of Straye had no higher motive than mere social exclusiveness. They were of the same breed and outlook as the preparatory school head master who once told me in accents of pride, "I have never accepted retail," meaning that while he would receive into his somewhat third-rate academy the son of the merchant who supplies butter to the stores of Mr. Selfridge he would never, never admit the offspring of Mr. Selfridge or of any who did business over a counter. William Shakespeare would have been turned away.

Straye College found itself in process of being surrounded by growing suburbs. The old physical exclusiveness was no more, and the needs of the new district included subjects and methods which were foreign to the school "tradition." At bottom this "tradition" was a symbol of intellectual inertia, as traditions of the kind often are. Nobody will boast of dwelling idly in a groove. It is more splendid-sounding to boast of "keeping the old flag flying" or of "keeping to the old and tried ways." At Straye the flag was nailed to the mast, but the nails were provided from the meagre salaries of the masters, for it was assumed that they and their wives would starve rather than allow the school to accept aid from public funds, with the corresponding obligation to provide instruction for the children of the public, irrespective of the social standing of parents.

Our author succeeds in evoking a sympathetic understanding for the Straye type of mind, although he shows clearly that he believes it to be mistaken. The picture of the hopeless and rather sordid struggle to maintain the exclusive character of the place is excellently drawn. We see how penury represses whatever "noble rage" for teaching the masters may have, engendering at the same time a mass of petty jealousy and ill-feeling. It is true enough that some Strayes still exist, and so long as there are parents willing to pay heavily to avoid the possible contamination of their children by "retail" I suppose that Strayes will continue. No great harm is done so long as the parents are willing to pay. Their reluctance to mingle with their fellows is a luxury, and they should meet the bill. Were they wiser they would see the absurdity of bringing social prejudice into the intellectual field, but as they know little or nothing of the intellectual life, we must be content to suffer them—though, perhaps, not gladly.

SELIM MILES.

REVIEWS.

Education.

THE NATION'S SCHOOLS: Their Task and Their Importance: by H. Bompas Smith, M.A., M.Ed., Professor of Education, Manchester University. (Longmans. 6s. 1926.)

We have had to wait a considerable time for Professor Bompas Smith's contribution to educational literature. Now that it has appeared it should be warmly welcomed. It is characteristic and individual. It reveals the Professor as both philosopher and school master. As a philosopher he reviews the relation between the nation and its schools, discussing what the nation may expect its schools to effect, and explaining in his later eloquent chapters the nation's interest in wealth, democracy, science, right-living, and religion, and the bearing of this interest upon the schools. To adapt a phrase the author quotes from Dr. A. N. Whitehead, this book is "transfused with intellectual and moral vision." Throughout the book, also, the reader is conscious that the writer knows the schools from personal and intimate experience, as, of course, Professor Bompas Smith does. A superficial critic might complain that the school so constantly before the mind of the author is a public school, or, at least, a large grammar school; but this would be unfair, for Professor Bompas Smith is constantly affirming his desire and aspiration that all schools, and particularly primary schools, should exemplify the ideals which he advocates.

The book is individual because it does not duplicate what some of his brother professors have written. It is not a book directly upon the "fundamentals of education" or upon the "data and first principles" of education. It is a book on schools. Every good writer has his own way of expressing what he thinks are the ultimate ends of education. It is interesting to see that Professor Bompas Smith, with schools always before him, and the good of the nation always in view, adopts the principle that the business of teaching is to cause the pupils "more fully to achieve their interests. By achieving their interests they come to live more valuable lives. But they live more valuable lives when they grow in freedom, unity and faith" (page 180). The principle is worked out in a clear and interesting way through the book. There is no formal bibliography, but the reader who wishes to pursue further the enquiry into the relation of education and school teaching with philosophy and sociology will be materially assisted by the apt and admirable quotations with footnote reference to their sources. H.W.

English.

CHRISTOPHER MARLOWE: by U. M. Ellis-Fermor. (Methuen. 5s.)

It will be a pity if any reader of Miss Ellis-Fermor's essay allows himself to be distracted by the model of unattractive ambiguity which stands for publisher's notice on the dust-cover: a couple of portentous sentences do no justice to the restraint and caution that Miss Ellis-Fermor has nearly always exercised in setting up the outline of her argument. Incidentally they contrive to stress what is better left unstressed, for her book is most easily appreciable where it confines itself to the examination of its text, and most open to criticism where it generalizes on the results obtained.

It is perhaps a matter of prejudice, but less than a hundred and fifty pages, with the addition of a short appendix, seem to offer barely sufficient scope for a serious "attempt to trace the development of Marlowe's mind and art as these are revealed in the surviving parts of his work and to portray the personality thus perceived." No doubt a matter of prejudice; still, outside examination papers of the English Literature School, to which occasional passages of Miss Ellis-Fermor's monograph do, in fact, approximate, with the same facility in drawing conclusions that disappoint on analysis (as for instance the following, an anticipatory comment on the main body of plays, after the early translations of Ovid and Lucan and "Dido, Queen of Carthage": "During the writing of his next plays he is preoccupied, to the gradual exclusion of poetry, with problems of man's nature and the tenure of his being . . . it is not until we reach 'Hero and Leander' that we find again the richness and repose of a poetry that is content with 'simple beauty and naught else'") it is hard to understand the temerity that embarks on and so briefly

(Continued on page 178.)

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WRITE FOR CATALOGUE AND DETAILED PROSPECTUSES

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Dancing for the British Institute.

Students of French at London University and French students in London held a highly successful dance last month in the University buildings at South Kensington—successful because its real object was to help forward the establishment of a British Institute in Paris. As a result the fund, of which Lord Revelstoke is Hon. Treasurer, benefited by a cheque for £73 10s. The members of the London University British Institute Dance Club were: Madame Brandon, Mr. R. E. Austin, Miss Edith Jenkins, and Miss Marjorie Gould.

Fees during absence from School.

Leeds Authority has decided on a new rule—no reduction of fees for a shorter absence than a term, on account of illness, quarantine, or other causes; and they give their reason: "The expenses incurred in keeping up the school and maintaining its efficiency are not reduced by the temporary absence of individual pupils." Where a whole term's absence is in question, they will bear half the loss and credit half the fees to the following term, provided the fees for the current term have already been paid." Parents at any rate now will know where they stand.

carries through such a prodigious research, where its subject has left behind him only untrustworthy and extremely scanty biographical material and very little work, extant in a corrupt and incomplete form.

Treating of poets the almost daily circumstance of whose lives is as familiar as Marlowe's is obscure, whose environment, in concentric circles, we can manage to re-create fairly accurately, there is perceptible an immense variety of causes, meeting in a single piece of work, a tangle of references, so that it seems hopeless, in this case, to generalize boldly on any "development," progress, and culmination. Besides, the unfortunate necessity of seeing in "Hero and Leander" the triumphant fusion of two conflicting elements naturally makes Miss Ellis-Fermor exaggerate its importance, though she could hardly exaggerate its charm, and then, she is apt to have to do violence to the results of her own generally just and minute observation. Marlowe's life is obscure enough to have made possible a recent theory that, during a part of his life, he was employed as a Government spy, and that his death, far from coming about picturesquely in a drunken brawl at the hands of "a bawdy serving-man," was, with considerable show of probability, carefully plotted and carried out by his former accomplices.

Of course, several criticisms of detail suggest themselves: among others, that Miss Ellis-Fermor might have noted more emphatically the surprising, neglected beauties of the introduction to "Dido." Yet, unquestionably, she is a far more reliable commentator on the particular than on the general—because Miss Ellis-Fermor started out on her difficult undertaking with no very clear definition before her of what she thought a poet's method and function to be.

P.Q.

Chemistry.

THE SCIENCE OF EVERYDAY LIFE: CHEMISTRY: by E. C. Abbott, M.A. (London, George Gill and Sons, Ltd., 1927. Pp. ix+120. 4s. 6d.)

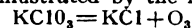
The following are some quotations, picked at random: "Alcohol is a burning liquid, used in making wine, beer, and spirits." "This action (of water on sodium) takes place on the lower side of the piece, where it is in contact with the water, and so causes it to roll over, and become round. . . . The sodium first combines with the oxygen, forming the oxide Na_2O , and this dissolves in the water to form the alkali, caustic soda." "It is supposed (in the electrolysis of water) that the entering current decomposes the first particle of water, and the oxygen rises up the tube, while the free hydrogen decomposes the next particle of water, seizes the oxygen, swings it round, and then proceeds to the next." "The electric light is made by forcing an electric current through a carbon thread which is not a good conductor. Electricity will easily run along a metal wire, but in trying to force its way through a fine carbon wire, the electrical energy is changed into light." "The alkalis are hydrates of sodium and potassium . . . The hydrates of the other metals are insoluble in water." "If a weak solution (of hydrochloric acid) be boiled, water comes off first, and it becomes stronger till it reaches a certain strength, after which the acid boils off, and it becomes weaker." "Glass is a silicate of potassium . . . and is now made by strongly heating sand with solid caustic potash . . . A flow (of water) will always occur from a watery to a dense solution. This is called the Law of Osmosis, and it is illustrated by the flow of fresher water from the Atlantic Ocean into the saltier water of the Mediterranean Sea through the Straits of Gibraltar." "Fruits and green vegetables are chiefly important on account of the water which they contain." "Gun-cotton is cotton wool soaked in nitric acid, and nitroglycerine is a mixture of glycerine and nitric acid . . . All these are very explosive on account of the oxygen they give off." "British manufacturers are now taking up the manufacture of cotton goods . . . which have hitherto been made in Germany."

In the preface the authoress refers to practice in a ready style of composition and expression in good English. The following quotations show how she follows her own precepts: "Evaporation of a solution must be carefully done, as the dish is likely to break when the solid is dry. It is generally dried on one of these." "Chalk or limestone are piled up." "Liquefaction can be caused by pressure or cold. The gas is squeezed into a liquid, which runs into tubes, surrounded by a saturated solution of calcium chloride, and is there caused to evaporate again. As a solution crystallizes, it gives out latent heat, and so warms anything in contact with it. Heat is needed for evaporation, and the gas takes heat from the calcium chloride solution, and so causes it to crystallize or freeze. This is then put into anything which is

to be frozen, and so is used as a refrigerator. The ammonia gas passes back, and is compressed to a liquid again, so that it and the calcium chloride remain in closed tubes and can be used again and again. The calcium chloride solution gives up its heat to the ammonia, and so freezes anything in contact with it. The ammonia expands with heat, and so presses itself into a liquid." "It is thirty-two times as heavy as the same volume of hydrogen, and so is more than double that of air, which is fourteen times as heavy."

Some of the questions are interesting, both as regards their chemistry and their English: "Describe an imaginary conversation between a small quantity of oxygen obtained from the air, by burning phosphorus under a bell jar glass, and some made from potassium chlorate having had a glowing match placed in it, and lime water added." One can well imagine the kind of answer which would be given by a schoolgirl to the following question: "Imagine yourself a millionaire, anxious to invest money in some useful industry. Write in the form of a story what you would do, first in starting the factory, and afterwards in directing the work."

Formulae are given and equations written, without any adequate explanation of their meaning. The authoress's idea of writing an equation may be illustrated by the following:



The chemist will find the book amusing, but he will think twice before putting it into the hands of anyone beginning the study of chemistry. The quotations given will supply the reason for the statement just made.

T.S.P.

Physics.

THE TEACHING OF PRACTICAL PHYSICS IN ENGLAND AND AMERICA.

It is always of interest to compare systems of teaching in various countries, and to see the different ideals after which teachers are striving. There have recently appeared two books on practical physics, one published in England and the other in America, written from widely differing points of view, and yet each so typical of the school of thought which it represents that it appears worth while to deal with them together at somewhat greater length than is usual in an ordinary review, trying to contrast the methods of the authors.

The first book—PRACTICAL PHYSICS: by T. G. Bedford, M.A. (Longmans, Green and Co., Ltd., 1926. Pp. x+425. 10s. 6d. net)—is a product of the Cavendish Laboratory, Cambridge, and, as any man who has been fortunate enough to learn his physics at the "Cavendish" knows, the teaching and training given there cannot be surpassed. Even the undergraduate is in contact with men who are working at new and interesting problems, and this research atmosphere is bound to exert a strong influence throughout his life. The personal relationship between teacher and pupil may be regarded as characteristic of the teaching of science in England, and while, alas, it sometimes happens that a professor whose researches are world-famous may not be a brilliant teacher, yet, nevertheless, there are compensating advantages of enthusiasm and stimulus to be gained from attending his lectures.

It was towards the end of the last century, when Glazebrook and Shaw were demonstrators at the Cavendish Laboratory under the professorship of the late Lord Rayleigh, that practical physics was first taught in this country. These two men set themselves to devise experiments to illustrate the fundamental laws with which their students were already mathematically acquainted, and the system which they founded has been adopted with only slight modifications in every British university.

The contents of the book are mainly taken from the manuscripts in use in the laboratory of which Mr. Bedford is in charge, and the author has had the assistance of several of his colleagues, chief among whom must be mentioned Dr. G. F. C. Searle, a distinguished exponent of the teaching of practical physics. The experiments here presented are thus the product of ripe experience, and only those which have been found suitable for students have been included. The book is certain to be much appreciated by teachers who are seeking for new experiments, while at the same time all the standard experiments are excellently described for the use of students.

The other book—GENERAL PHYSICS FOR THE LABORATORY: by L. W. Taylor, W. W. Watson, and C. E. Hose (Ginn and Co., 1926. Pp. vi+247. 10s. 6d. net)—is written by three American

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professors, so, presumably, it may be regarded as affording an insight into the normal curriculum of a student at an American university. The preface seems to indicate that in the attempt to deal adequately with the developments of what may be termed "modern" physics, the "discussion of the experimental determination of physical constants" has been rather neglected in America, and that students have often not been aware of the theory underlying their laboratory work. The authors have attempted to remedy this by providing a theoretical introduction to every experiment, which, while excellent as far as it goes, has the result that only a very limited number of experiments can be described owing to lack of space.

But the greatest divergence from the English text-book lies in the detailed instructions given concerning the apparatus on which the student is going to work. Almost every chapter contains sections entitled: Introduction, Derivation of Equations, Apparatus, Adjustments, Measurements, Calculations, and these sections are divided in their turn into numbered paragraphs. The possibility of the student making a mistake, provided that the apparatus is of the type described in the book, appears to be almost negligible, because, in addition to the instructions, there are excellent half-tone photographs on almost every page, and all are neatly numbered and lettered with reference to the text. But nowhere is the student ever allowed to think for himself. This method of procedure probably causes students to obtain accurate numerical answers to their work, but precision in measurement is only one branch of physics, and while it is necessary it need not be sought at the expense of all originality.

The fundamental difference between the English and American system appears to lie in the fact that in this country the student is deliberately trained with a view to his taking up scientific research after graduation, and the spirit of individual enquiry is fostered as far as possible. In America, however, the classes are so large that any personal contact between the professor and his students must reach a minimum. The result is that the development of teaching has proceeded along other lines, and a rigid obedience to written instructions appears to be demanded in order that a high degree of accuracy may be obtained in the standard laboratory experiments.

R.S.M.

Elocution.

ELOCUTION FOR TEACHERS AND STUDENTS: Rose I. Patry. (George Allen and Unwin, Ltd. 4s. 6d. net.)

"He has no friends, he recites." I seem to remember hearing this said of somebody, and a wide acquaintance with books on elocution tends to convince me there was probably good reason for the statement. I am at any rate certain that if in my conversation I succeeded in carrying out the many instructions contained in elocution manuals, I should very soon lose whatever friends I had.

It is surely an excellent piece of advice which tells us, in speech as in everything else, to be natural. Why then do books on elocution with their innumerable and complicated instructions do all in their power to kill this excellent quality and encourage us to talk like so many animated marionettes?

I sometimes think that all that is really useful on the art of speaking could be compressed into two or three pages of ordinary size. But I confess I would not willingly have missed Miss Patry's book.

Have writers of books on elocution a sense of humour? I sincerely hope so. Indeed, I feel sure Miss Patry must have enjoyed many a little chuckle when compiling this book. The first chapter is written in the form of question and answer like the school books of old, and is full of quaint conceits. Should you happen to have lost your larynx, this book tells you where to find it. Do you wish to know what happens when we exhale, or if the soft palate moves? Here you will find the answer.

But perhaps the best things are to be found in the chapter on "some difficult words and their meanings, also sentences showing how they may be used." It matters little that most of the words given should be avoided, especially in conversation. It is impossible to quote at length, but I cannot refrain from giving the first example.

"Abscond. To quit. To hide.

He absconded himself when we had friends."

Truly, how much may be implied in a few words! The reflexive form of the verb is a little unusual; but perhaps the friends were so terrible that he quitted himself, which certainly seems the forceful way to disappear.

Space does not permit me to go into all the humours of this entertaining volume. It has given me many a merry moment (you see how the exercises have infected me), and I am duly grateful. P.M.G.

Zoology.

THE ELEMENTS OF GENERAL ZOOLOGY: by William J. Dakin, D.Sc., F.Z.S. (Oxford University Press. London, Humphrey Milford. 12s. 6d. net.)

In the past the study of zoology has tended to become a mere study of form. Animals have been subjected to a rigorous examination beginning with a study of external features and ending with a close observation of internal structure made possible by dissection and the use of prepared microscopic sections. The result has been that we can classify the many forms of animal life according to their structural peculiarities and to the systematist this may seem a very great advantage. But it should not be forgotten that one of the essential features of any organism is life itself. When we dissect the corpse or examine the preserved specimen we leave life behind and study only the humble dwelling.

The aim of this book is to maintain the relation between form and function, and this surely must lead to a truer understanding of the wonder of animal life.

Many well-known and some lesser known forms of life are chosen and studied from this point of view. The work is profusely illustrated, as the author believes from experience that a good illustration teaches more than any long verbal description. Notes on practical exercises are well arranged and should help to place the science of zoology on a firm experimental basis.

Unfortunately, we cannot say that the book is designed to meet the needs of any particular examination syllabus—we say unfortunately because we feel that if we could assert that “the work would exactly meet the needs of pupils preparing for the — examination,” a large sale would be assured, and we feel that such an authoritative and at the same time interesting volume deserves a large circle of readers.

Those preparing for the first M.B. or the Inter.B.Sc. will find much useful material for these examinations and will perhaps come to regard zoology as an interesting as well as essential examination subject.

The layman who is a keen naturalist will find in this work many new ideas and will come to think of the animals less as specimens and more as wonderfully co-ordinated mechanisms, each part of which is working in harmony with the other parts and producing a highly efficient whole.

We liked the book and recommend it to all those who can spare time to take their thoughts from man and his affairs, to study the ways of those humbler forms of life by whose existence the life of man is made possible. J.R.

Astronomy.

MODERN ASTRONOMY: ITS RISE AND PROGRESS: by Hector Macpherson, M.A., Ph.D. (Oxford University Press, 1926. Pp. vi+196. 6s. net.)

Although this book is called “Modern Astronomy,” the subject matter is more accurately described by the subsidiary title, for the author is really concerned in giving the history of the various branches of astronomy from the time of Copernicus, Galileo, and Kepler up to the present day. His method of procedure is to take a particular subject, *e.g.*, the Sun or the Moon, and to devote a complete chapter both to its historical and modern aspects, with the result that the reader is able to form a clear mental picture of that subject.

Apart from a short general historical introduction, the book may be divided into three parts. First of all the Solar System is discussed; then come the Stars, including a chapter on Novæ and Nebulæ; finally the conception of the Universe as a whole is reached. This last section of the book consists of two chapters entitled “Cosmology” (the study of the Universe as it is) and “Cosmogony” (the study of the Universe as it was and as it will be), and is of profound interest. Although in the nature of things there is no finality about the theories put forward at the present time concerning these fundamental problems, it is a wonderful tribute to the accuracy of modern scientific instruments that some of the recent delicate measurements should have been made possible, and no less honour is due to the mathematicians who have interpreted the observational results.

The book is written throughout in a fluent style, and the author has chosen his material with such skill that the result makes delightful reading. The only criticism that might be

offered is the feeling that some of the theories put forward, particularly those in connection with the Moon, Venus, and Mars, have been stated rather more dogmatically than was necessary, and the fear that some readers might assume that these theories were universally accepted by astronomers when such an assumption would be by no means true. There are some excellent illustrations of the most beautiful of the celestial objects, and there are also several photographs of famous astronomers. R.S.M.

General.

THIS BELIEVING WORLD: by Lewis Browne. (Benn. 7s. 6d.)

It is doubtful if a more readable and interesting History of Religion has ever appeared than this “Simple Account of the Great Religions of the World.” In detail, no doubt, this statement could not hold. The chapter on Buddhism, for example, simple, clear and effective as it is, does not rise to the level of charm that fills Fielding Hall’s “The Soul of a People”; and no doubt there are many similar comparisons that might be made. But for the whole general survey from the shadowed world of “The Golden Bough” to the rise of Christianity and Muhammedanism, there is nothing in so small a compass that offers a better general picture for the general reader.

Mr. Lewis Browne begins his story as the story of a fear, and through his pages one chapter after another ends the telling of another religious adventure of men with the words: “they were afraid . . . afraid.” This dominance of fear in the story of religion will be doubted and challenged by some readers; but at least the author has set it forth with conviction and invested it with reality.

The telling is so simple and unaffected that a suspicion might easily arise of the book being popular but incorrect. The suspicion would hardly be justified. Mr. Browne has used the works of good authorities, from Frazer to Margoliouth. He writes, of course, a brief and running story, and gives no scholarly references or quotations. But he has written a vivid, living story, and one as accurate as may be. Simple English, after all, is not synonymous with inexactitude.

There are seventy “illustrations and animated maps” drawn by the author, and reproduced in heavy black lines. R.J.

SCIENCE PROGRESS. A Quarterly Review of Scientific Thought, Work, and Affairs. No. 83. January, 1927. (London, John Murray. Pp. iv.+377-564. 7s. 6d. net.)

The articles consist of: “Surface Tension, Part I,” by N. K. Adam; “The Problem of Complex Structures from the Point of View of Crystallography and X-rays,” by W. T. Astbury; “The Physical Work of Descartes,” by F. Wooton; and “Elements whose Existence has been announced, but which are not recognized,” by J. G. F. Druce.

There are the usual other features. It is interesting to note that the overlapping of the various branches of science is shown by the fact that recent work on the X-ray examination of long-chain compounds is reviewed under the Physics section. Previously, references to this branch of study have generally come under the heading of Physical Chemistry. T.S.P.

TRANSLATIONS AND TOMFOOLERIES: Bernard Shaw. (Constable and Co. 6s. net.)

In this latest volume of Shaw’s dramatic work the chief place is given to “Jitta’s Atonement,” a play in three acts, translated from the German of Siegfried Trebitsch. In his translator’s note Shaw tells us that his chief difficulty in translating this play was that he didn’t know the language. Well, Shaw is just the kind of man to whom a knowledge of the language is the last thing necessary to his success as a translator. At any rate, we feel that in “Jitta’s Atonement,” what we have lost of Trebitsch is more than balanced by what we have gained of Shaw. Indeed, we are tolerably certain that Shaw has faithfully served up Trebitsch with just the Shavian dressing needed for the English public and the English theatre.

The rest of the book is made up of some half-dozen plays frankly described by the author as trifles and tomfooleries. Most of them were written before the war, and some of them, for example, “Press Cuttings,” deal with topics which have lost much of their interest; but there is a feast of good fun which has lost nothing of its freshness; and we heartily recommend these trifles to all who wish to indulge in that irresponsible laughter, which, we are told, is so good for us. P.M.G.

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NEWS FROM THE PUBLISHERS.

Messrs. A. and C. Black announce that they will shortly publish another delightful little volume in their Visual Literature Series, viz., "The Pied Piper of Hamelin." It will contain 23 full-page outline illustrations for colouring, and should prove invaluable in stimulating interest in literature among kindergarten and lower forms.

The Cambridge University Press announces the commencement of the series of Cambridge Anthologies, a project which, after the publication of two volumes, had to be laid aside owing to the war. The aim of this series was to provide the general reader with first-hand knowledge of the literary atmosphere and social conditions in which the masterpieces of English literature were created; and two anthologies, Professor J. Dover Wilson's "Life in Shakespeare's England" and Mr. W. T. Young's "Poetry of the Age of Shakespeare," were duly issued. The series is now to be reopened by the publication of an anthology of the five major poets of the Romantic Revival, selected by Professor Dover Wilson, and entitled: "The Poetry of the Age of Wordsworth." This will be followed by "Life in Mediæval England," by Mr. G. G. Coulton, which will be in three volumes, the first illustrating "Religion, Folklore, and Superstition," the second "Chronicles, Science, and Art," and the third "Men and Manners." The material of these three books is taken from Mr. Coulton's "Mediæval Garner," now out of print.

Early in May **Messrs. Constable** will follow their successful publication of Theodore Dreiser's "An American Tragedy" by a uniform issue of the same author's first novel, "Sister Carrie." This book, which was suppressed in America on its first publication, was issued in 1901 by William Heinemann in a greatly abridged form. The complete authorized text which the new edition will present is longer by 25,000 words than that earlier published.

Messrs. H. F. E. Deane and Sons, The Year Book Press, have just published the 1927 issue of the "Public Schools Year Book."

Messrs. Longmans, Green announce that they have in the press "Elementary Electrical Engineering," by Albert E. Clayton and Herbert J. Shelley. This volume is a text-book for students preparing for the Ordinary National Certificate or Diploma in Electrical Engineering, and for use by the general student of engineering, to whom a general but elementary knowledge of electrical engineering is now almost essential. It covers a very wide field, including direct current theory, direct current generators and motors, measuring instruments, alternating current theory, polyphase currents, the static transformer, lamps, lighting, and distribution.

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The volume, containing these two plays is one of a series which Messrs. Methuen are publishing under the general title of "Modern Classics." Whether these two plays can properly be regarded as "classic" does not here concern us, nor is it necessary to say anything about them. They are already widely known and most of our readers have probably witnessed and enjoyed the performance of one or both of them. By their publication in the present series it is now possible to renew acquaintance with them for the very modest sum of eighteenpence, and in a volume about which the only cheap thing is the price.

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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 (530 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.

Address :

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THE EDUCATION · OUTLOOK

AND EDUCATIONAL TIMES

JUNE, 1927

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 University of London.

At the dinner following the conferment of degrees at London University Lord Eustace Percy was able to announce that the Bloomsbury site was to be purchased for university purposes. It is understood that the cost is round about half a million pounds, of which the larger portion is borne by the Rockefeller Foundation. We congratulate Sir William Beveridge on this happy result of his year of office as Vice-Chancellor, and we congratulate the university on the fortunate outcome of a long period of uncertainty and strife. The original grant of the site secured by Mr. Fisher was attended by a condition that King's College should give up the premises in the Strand, a condition which could not be accepted. The new scheme is free from this obstacle, and we may hope to see before long a dignified group of buildings forming a central home worthy of our largest university. The several colleges in and about London can maintain their individual life, while developing at the same time a sense of corporate unity such as will be fostered by the existence of the new headquarters, where university enterprises may find a home and where the academic work will have its administrative centre.

The Modern University.

The development of modern universities has been somewhat hampered by the view that they approach perfection in the degree to which they resemble Oxford or Cambridge. A modern civic university, however, cannot resemble either of these ancient institutions wherein university activities bulk large in comparison with municipal and business enterprises. In a modern city the university should aim at comprehending all forms of higher education, bringing its influence to bear upon the local College of Technology, the School of Art, the Library, and all forms of intellectual development. So far as the students are concerned, one of the great weaknesses of the modern university lies in the comparative weakness of corporate life. Many students travel to the lecture rooms by train and leave for their homes when lectures are over, instead of remaining to take part in those activities which lie outside the classroom and furnish the best and most permanent element of a university experience. The remedy seems to be that there should be more halls of residence conducted on the lines of Oxford or Cambridge colleges, and that all students should be encouraged to share this corporate life. It is sometimes forgotten that in the older universities it is the college and not the university, as such, that provides the social training and much of the intellectual experience which distinguishes the educated man from one who is merely learned.

A Timely Warning.

In a recent and interesting contribution to the pages of a contemporary, Miss Storm Jameson offers some timely criticism of the tendency to regard the instruction of the young as something which must be divested of the idea of effort. She is especially severe on the practice of importing devices which have been found successful in the treatment of sub-normal children in foreign countries and applying them to normal children in England. She points out that in the early stages of instruction there are many things which must be learned of necessity, such as the irregular verbs in French and the multiplication tables in arithmetic. By no practicable device can these things be made attractive. No layer of jam, however thick, will entirely conceal the powder. It is a happy provision of nature that a child, up to the age of 11 or 12, is content to learn things without attempting to rationalize them. Some teachers make the mistake of trying to explain things which are inexplicable to the young. There is a profound lesson in the story that the late Professor James Sully used to tell of the mother who was reading poetry to a little girl, stopping constantly to explain the meanings of words. At length the child said, wearily, "I think I should understand, mother, if you didn't explain so much."

Mr. R. F. Cholmeley.

The retirement of Mr. R. F. Cholmeley from the head mastership of Dame Owen's School has been the occasion of many tributes of esteem, all well deserved, although they fall short of expressing the regard in which he is held by those who know his work for education. He has brought a rare breadth of mind and an unflinching energy to the many professional questions which have engaged his attention. His fellow head masters have paid him the rare compliment of electing him to serve for a second period as the President of their Association, and the assistant masters in secondary schools recall with gratitude his connection with their organization. Mr. Cholmeley's understanding of the special difficulties of the elementary schoolboy who becomes a scholar in a secondary school has given him a lively sympathy with teachers in elementary schools, so that in himself he embodies that unity of purpose which more thoughtful teachers of all types are seeking to bring about. The many and arduous self-imposed tasks which he has undertaken on behalf of his fellow teachers have not diverted his energy from the school in Islington, which he has brought into the foremost rank of London's great schools, establishing there a tradition which will endure. We wish for him many years of that *strenua inertia* which will probably mark his retirement.

Boards as Legislators.

In his painstaking book on the Board of Education, which forms the text of an article elsewhere in this issue of THE EDUCATION OUTLOOK, Sir Amherst Selby-Bigge lays no stress upon the functions of the Board as a legislative body. Yet even a brief survey of recent developments reveals a surprisingly large number of questions on which the Board claims to be the final arbitrator. Mr. Justice Eve, speaking recently to the Institute of Chartered Accountants, referred to the invasion of the territory of the magistracy by the executive. He said that he did not want to see a tribunal sitting in private—untrammelled by the salutary regulations affecting procedure and the admission of evidence obtaining in our courts, and untrammelled by that corrective criticism promoted and stimulated by publicity—and occasionally wrapping up its ultimate finding in a report made by the department which created it. This protest is timely, for there is a growing tendency to transfer matters in dispute to Government departments, conferring upon them an illegitimate right to be judges in their own cause. Justice demands that questions and persons shall be tried in public, with a fair and impartial hearing for both sides. Speed of decision is dearly bought if we transfer the right of giving a verdict from twelve citizens in a box to one man in an office, and legislation is a function too important to be exercised by any group of officials, however well-meaning and competent they may be.

The Towers Case.

Last month we referred to the plight of Mr. John Towers, head master of Hedley Hill School, Durham, who has been deprived of his Government certificate for reasons which have not been fully disclosed. Here is an example of a tribunal sitting in secret and taking away a man's means of livelihood by non-judicial process. Our teachers' organizations should realize that a case of this kind may outweigh in its importance a whole series of salary disputes. Mr. Towers was fined for punishing two boys for an offence which lay outside his province as their schoolmaster, and the punishment was adequate. But after he had been duly tried by the magistrates he was subjected to a further trial in Whitehall and awarded a penalty which may be justifiable or not. The point is that it has not been justified publicly by any proved facts. This process of withdrawing recognition from teachers calls for immediate overhaul. The teaching profession, as represented by the Teachers Council, should be represented on the tribunal and every case should be investigated with the help of an impartial chairman who has had legal training and experience. The present system leaves teachers at the mercy of transient politicians. We are not told precisely why Mr. Towers has been deprived of recognition, but enough has been revealed to make it doubtful whether he would have been punished so severely by a President belonging to either of the other two political parties. His case demands early reconsideration.

Credits in Examinations.

In the May number of the *A.M.A.*, which is the journal of the Incorporated Association of Assistant Masters in Secondary Schools, there is an interesting and valuable contribution giving the results of an investigation into the proportion of credits obtained in various subjects in the London General Schools Examination. It is noted that in the London examination the proportions of credits obtained in the general subjects do not vary nearly so much as in the Oxford and Cambridge Joint Board Examination. During the period 1922-1926 inclusive, the London credits ranged from 71.6 per cent. in English to 36.2 per cent. in general physics, whereas in the Oxford and Cambridge Examination they vary from 73 per cent. in English to 13 per cent. in botany. In the London Examination the lowest percentage of credits in English is 67.7, whereas at Oxford and Cambridge it is 57. It is remarkable that in the London Examination, with the solitary exception of French in 1922, none of the subjects has come within 8 per cent. of the low-water mark in English. The absence of any clear relationship between the number of candidates and the percentage of credits obtained shows that the place held by English is not due to the fact that nearly all candidates take the subject. The case for fuller investigation is clear.

The Value of Registration.

It is found that some teachers meet the suggestion that they should become registered by asking: "What shall I get out of it?" Such a question shows a strange attitude of mind and a failure to comprehend the true purpose of the registration movement. This purpose is to raise the status of the whole body of qualified teachers by making clear to the public the distinction between those who are teaching after a satisfactory course of academic and professional preparation and those who are teaching merely because they happen to be "born." While it is true of all professions that the course of preparation will not in itself ensure success to the individual, it is equally true that no occupation can stand high in public regard so long as it can be entered by anybody who can muster the effrontery necessary to undertake the work without any previous experience or ascertainable qualifications. The qualified teacher who seeks an immediate individual advantage from becoming registered is inviting disappointment, since there is no device by which a single and final payment of £2 can be made into an investment yielding either a substantial increase in a teacher's annual salary or an immediate improvement in his prospects of promotion. The registration fee is necessary only because it is important that the affairs of the profession should be in its own hands, and this would be impossible if the Council were dependent on a State subsidy.

MR. H. G. WELLS AND HIS SCHOOLMASTERS.

By J. W. B. A.

I.

It was during the summer holidays of 1892 that I first heard of Mr. Wells. I was taking a short course in my weak subject for the London B.A. at the University Correspondence College classes. "One of our staff," said my tutor, "has been writing some jolly good stuff, and he's bringing out a novel."

"Poor fellow," I thought. Little did I know—it was Mr. H. G. Wells!

It was this college—"The Universal Correspondence College," as Mr. Wells calls it—that guided the strenuous efforts of the hapless *Mr. Lewisham* along the thorny path that led to London matriculation—the gateway, as it seemed, to that ingenuous youth, of unlimited possibilities. . . . "Honours in all subjects, pamphlets in the Liberal interest," and what not.

What a boon this institution must have been to that deserving and downtrodden army of "junior residents" and their kind; and what an array of intellectual giants (in addition to Mr. Wells) displayed themselves on the prospectus. The Principal carried half the letters of the alphabet after his name, and there were such high-brows, too, as "alone in first-class honours at B.A., bracketed first in first-class honours at B.Sc., double and even triple final honours," and so on and so forth!

No doubt *Mr. Lewisham* aspired to be "alone" or "bracketed" or both—but, alas! it was not to be. Yet we can hardly blame *Mr. Bonover*.

We understand that Mr. Wells has no use for schoolmasters. Has he not told us that the best thing we can do—in fact, a far, far better thing than we have ever done—is to stand out of the way, and no longer impede the progress of the world of *Wm. Clissold*?

We can, perhaps, derive some consolation from the fact that he has no use either for the aristocracy (especially the landed portion thereof) or for the clergy of all denominations. We might, after all, be in worse company and the two last-named (not ourselves) might even return the compliment.

However, Mr. Wells expresses no opinion as to the merits of Whortley Proprietary School, and, indeed, gives us very little data on which to form an opinion for ourselves—we may conclude that it was an average specimen of its class. Holding the position he did, it was inevitable indeed that *Mr. Bonover* should take himself very seriously and have his due share of "fatuous pomposity"—a quality generally inseparable, in fiction, from principals of small country grammar schools.

He, no doubt, specialized in that important branch of pedagogy known as "impressing the parents." Be that as it may, and much as we like *Mr. Lewisham*, we admit that by his frivolous conduct and subsequent rejection of his Principal's olive branch he deserved his dismissal. We should like to have been present at that fateful interview to have heard *Mr. Bonover's* Johnsonian platitudes rolling over and engulfing the hapless *Lewisham*.

Mr. Lewisham's subsequent discussion as to "cribs" with the amiable *Dunkertley*, suggests to us the dis-

cussions held on the same absorbing topic between *Mr. Polly* and *Mr. Kipps* and their respective friends. I think that *Mr. Polly* himself (had he been educated—even at Whortley) would have emade a better schoolmaster than "gentlemen's outfitter." I have no doubt that he would have been very popular with the boys, and especially in his English lessons.

We may piously hope that boys are no longer "finished off" like *Hoopdriver*, *Polly*, and *Kipps*, and that *Mr. Gordon Woodrow*, *F.S.Sc.*, is too bad to be true. Possibly this gentleman is a kind of composite photograph of the worst features of several—with the good points intentionally suppressed in order to intensify the gloom. We emphatically agree that all *Woodrows* and their like should "Stand out of the way of progress," but do any still exist? I doubt it.

Messrs. Hoopdriver, Kipps, and Polly seem alike aware that they have been somehow deprived of a fair starting chance. All seemed to have suffered under very much the same conditions. I personally feel most regret in the sad case of *Mr. Polly*.

Mr. Hoopdriver puts the case for the three when he confides in *Miss Milton* thus:

"My old schoolmaster ought to have had a *juiced* hiding. He's a thief—he's stole years of my life and filled me up with scraps and sweepings. Here I am! I don't *know* anything and I can't *do* anything, and all the learning time is over."

A serious indictment, indeed. It may be remarked, though, that the subsequent training given them as indentured apprentices does not compare too favourably with their school life.

For my part, I have as little use, possibly less, for the *Shalfords* of this world as for the *Woodrows*. Certainly had *Woodrow*, *Squeers*, *Creakle*, and the rest been less highly coloured they would have been less interesting—the public must perforce sit up and take notice of such melodramatic creations.

Anglo-Austrian Committee for the Interchange of Teachers and Students.

The above Committee, under distinguished patronage, including Baron Franckenstein (the Austrian Minister in London), the Duchess of Atholl, Viscount Cecil, Mr. H. A. L. Fisher, and Sir Rennell Rodd, is enquiring into the possibilities of an interchange of teachers and students between this country and Austria.

There is a similar Committee in Vienna, and there are many Austrian teachers and students who are anxious to come to this country for a stay of about three months to give lessons in German and other subjects in private houses and schools. They do not ask for remuneration beyond board and lodging.

The Committee is anxious to hear from anyone willing to receive an Austrian teacher or student in this country during the next few months.

Anyone interested is asked to communicate with Miss M. A. Challen, Secretary of the Anglo-Austrian Committee, 29, Gordon Square, London, W.C.1.

THE BOARD OF EDUCATION.

"The real crisis is in the formation of men. They are as we make them and they make society. The formation of men is the work you have given to the School Boards. God gave it to the parents."

So wrote Manning to Gladstone on the passing of the Education Act of 1870, and the words stand as a just commentary upon our machinery of State education. With ever-increasing thoroughness and complacency, we have undertaken the formation of men and women through the agency of boards, committees, and officials. Ordinary working-class parents know little or nothing of what happens to their offspring when these have entered the portals of our State schools and begun to endure the process which we call—with unconscious humour—"compulsory education," a process which begins in an edict and sometimes ends in the observance of rules and by-laws. State machinery invariably tends to become unduly important as an end in itself, so that the machine is elevated above its product, and the engineers accept smooth working of their devices as proof of efficiency, regardless of whether the devices are in reality producing anything that is good in itself.

Every carpenter knows that a board is most useful when it is so thoroughly seasoned and dried as to have lost all semblance of life. It must be completely sapless and free from the power to move or display initiative; content, in the American phrase, to "stay put." With boards many useful things can be made, but they will make nothing of themselves. No longer can they put forth the tender leaves of hope or the offshoots of new enterprise. Apart from reported cases of table-turning, boards remain quiescent until they are pushed.

Let us hasten to add that our education boards are not entirely wooden in the carpentry sense. They are human in grain and not wholly intractable. Their defects are inherent in their composition and in the system of which they form so important a part. They represent an attempt to delegate duties and responsibilities which cannot properly be wholly delegated, since "God gave them to the parents." No system of education can be adequate or satisfactory if it is a "State system" in the narrow sense. We can distribute water, gas, or electricity through municipal conduits and leave the enterprise to the control of a board and officials, but ideas and intelligence cannot be similarly dispensed. The more elaborate and detailed our mechanism the greater our danger of missing the reality in pursuit of a false ideal of system and uniformity.

In this country we have escaped the worst perils of a parade-ground pedagogy, and although we cannot parody Tennyson's line and declare that we have seen "The path of freedom slowly broadening down from *President to President*," yet enough of freedom remains to save us from being over-regimented. This is shown in the pages of the extremely well-ordered and workmanlike book, written by Sir Amherst Selby-Bigge, as one of the volumes in the "Whitehall Series," published by Putnam at 7s. 6d. net. Within the compass of some 300 pages we have a clear and concise account of the official machinery which the State has used in playing its part in the development of English education. This part was first assumed in 1833, when the House of Commons voted a sum of £20,000 to be distributed in aid of subscriptions for the education of children of the poorer classes. The subsidy was intended to

help the two bodies which at that time were providing schools for the poor. They were: The British and Foreign School Society, supported mainly by the Society of Friends and other Nonconformists, and the National Society for the Education of the Poor in the Doctrines of the Established Church. Between these two bodies there existed great rivalry on the question of religious training, the former holding that it should be strictly "undenominational," the latter insisting on dogmatic teaching. Our present efforts to contrive "enabling Bills" and other devices to abolish dual control serve to remind us that the ancient controversy is not dead. Our best hope is that it may continue to slumber. Asleep or awake, it is one of the chief factors to be considered by one who studies the development of English popular education during the past century. Some compensation for the rancour and bitterness of the quarrels and for the way in which they have hampered orderly progress may be found in the fact that they have furnished a constant impediment to excessive State control.

Our author gives the story of the establishment of the present Board of Education, following the "Cockerton judgment," whereby it was shown that School Boards had no power to spend money on education other than elementary. By the act of 1899 the Board was formed, and by the Act of 1902 it gained control over secondary and higher education, with certain important exceptions. Thus, the Board does not inspect universities, although it inspects their departments of education. Great tracts of educational effort, direct or indirect, lie outside the Board's province. Thus the Navy, Army, Air Force, and Home Office conduct their own schools. The Ministry of Health has charge of the physical welfare of pupils in State schools, and recently we have seen the Board of Education handing over to the Ministry of Labour certain important duties concerning young workers. A less rigid system of departmentalism might permit of the establishment of a Ministry of Children and Young Persons, charged with the task of supervising generally all the factors of good citizenship which can be brought to bear during childhood and youth. Meanwhile we have the Board of Education, consisting of the President, the Lord President of the Council, the principal Secretaries of State, the First Lord of the Treasury, and the Chancellor of the Exchequer. In the debates on the Board of Education Bill it was prophesied that the Board would be a "sham" and a "phantom," and so it is. The real Board is made up of a team of extremely able officials and inspectors working under the direction of a Permanent Secretary, and responsible to the President, who is responsible to Parliament. Such an arrangement is open to the charge of being "bureaucratic," but in practice the charge cannot be sustained, since the officials are always accessible. Nevertheless, their position would be strengthened if there were a body to act as a real Board and to serve as a link between Whitehall, Parliament, and the public. The Consultative Committee might become such a link with a few changes in its constitution and a little enlargement of its powers.

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village School Mistress (continued).

There are six men on the (local) Committee. Of these, two are inimical to me. One is the father of the woman who threatened to "fell me with the poker" in the church at the harvest decoration, and the other is his son—husband of the woman who is paid £5 for lighting our school fire and cleaning the room twice a year. These men have been trying an agitation among the parents for a master. A third is kind but very drunken, and they have been trying hard to make him agree with them. The other three are staunch friends. I wish I could steal a march on them and secure a good post for September next. But I fear it is impossible. I shall be 55 in February; that item alone spoils any form of application and "untrained" loses 10 per cent. besides.

The vicar brought a lady from London—a school mistress out of health. She remarked to him: "Fancy country children having *all this* (the boxes of specimens, etc.) and town children nothing of the kind." I am in with the taxidermist at N—, who gave me some guillemot's eggs, and am often getting additions (not of young guillemots).

I have been fighting against the powers of physical darkness (at home) with paraffin, but only just succeed in making darkness visible. The mornings under these mountains are monstrously murky. Just before dawn in November the heavens are interesting—brilliant sunrises. The constellation Cassiopeia is just above the centre of the school building—"Cassiopeia's Chair":

"I saw Orion sheathe his sword
The morning star retire;
Then set the tea cakes up to rise
And made the kitchen fire.

"For water next I bounded out
Across the beck went I;
When I returned I cannot say
That my poor feet were dry."

And much more of the same sort occupies me till nearly 9 a.m. . . .

I have shown the lantern once and given a Sunday school treat; that will, I think, close my personal festivities for the season, unless I can rise to a teacher's dolls' party, which I have promised my infants and which I am revolving in my mind.

April 10th (following year).

If you come to P— for a change I hope you will see my school in working order (for a change). I should like an opinion by one who has seen and can compare. I have had considerable "obstructions," but recently I

have set an elephantine foot thereupon, and now I am sure there will be peace in the camp.

We have weathered the winter. I am about "trained" as stoker of a locomotive, having had to keep three fires on here and two in the school daily. Sundays I have carried up fuel—cindered—rung bell, after making fire, and conducted Sunday school, getting choked with soot frequently.

Varieties of school life—experiments with resurrection plant—cocoon of emperor moth—opened April 7th, after being in a jar many months. The grandest "occupation" (paper-folding, I find, "t'infants" like very well) is the School Nature Study Union stereoscope . . . they learn more lessons, I think, in half an hour than could be crammed in any other way. First, very tender care for the property of others; second, wait quietly for one's turn; third, hand over politely and pleasantly; fourth, do not keep *quite* as long as you like; five, the objects, with, of course, teacher's remarks thrown in, are simply fascinating. . . .

When the "obstruction" took definite form it raised up champions of quite different aspects, and I think did me much good on the whole. One complaint was that I called a boy "Sweet William." His name is William. One day he was not forthcoming after playtime, and I said, "Where is that sweet William?"

I have given up hope of ever getting better work. I can just live on the salary, but everything is very expensive by commission, carriage, etc. Did I tell you I have a bridge over the beck? One day I fell in up to my neck (January)—got a good shock. . . . I have come off with a good supply of papers. I get posted to me *Telegraph, Spectator, Education, Journal of Education, T.P.'s Weekly, Country Side*, etc. Our vicar . . . thinks we can all tramp down to R— to service, more than eight miles there and back. Well, I cannot, for one. I find walking 72 miles a year to fetch one's salary bad enough; cash at P— from 12-2 Saturdays. I cannot walk so far now; out of practice—heavier—corns!

My plants have all survived. The children take them home for the holidays—palm, cactus, ribbon ferns, calla, orange lily, pelargonium, scented geranium, etc. My bird is in excellent condition. My boys will draw with alacrity any objects I place before them. My girls have made a doll's bed—Y fashion—with a "twilted twilt." Hideous are these quilts, but they are much set by. The rats have had princely fare this winter, and have nearly devoured us body and bones (apples, turnips, potatoes, baskets, mats, biscuits, primrose leaves, daffodil tips, etc.). My mother sets poison systematically with little effect. One day the rats nearly poisoned me in revenge.

She laid the blue stuff between bread and butter. I had some butter in a paper, and found it had been attacked and the blue rubbed off their whiskers on each side; fortunately, I could remove it all.

I do not mean to spring-clean during the Easter vacation. I look forward to nothing more exciting or pleasant than tooth-drawing. As it is chiefly a question of appearance, and not pain, perhaps I shall let it "bide in." Expense—going to D— on purpose; there is a good dentist at B—, but a known torturer is better than one unknown.

I find it tiresome to "requisition" everything by catalogue, "pig in a poke" style; several things that seem desirable do not turn out to be so on arrival.

My mother has just left off her bedroom fire. Probably it will be required again, but that is so much less labour. These winter evenings it has seemed to take the whole time simply to thaw oneself, so numb and chill has been my feeling.

August 5th (same year).

Perhaps you will have learnt ere this that we have lost our dear mother suddenly—Ascension Day. I have now sole charge of my sister. Till the holidays I had her in school. She was able to hear reading of infants and Standard I and kept them steadily at it. But her attacks are so frequent that that arrangement won't do, so after the holidays, which will end a week hence, I have engaged a companion help for her during my absence, and shall have to manage for three persons on a salary which, according to N.U.T. researches (quite unauthorized), is less than the minimum of the (local) scale; and I fear nothing can be done to raise it in this quarter. . . .

It will be intensely dreary in this hut this winter. I am sending for my piano out of school. The authorities have had the use of it all this time gratis—I have paid for tuning, so I will try if I can kill the silence which seems really palpable. My sister speaks very little. Her head has healed at last, but an incessant watch has to be kept to prevent fresh injuries. The doctor said yesterday all nerves were burnt on that side of the head. I shall have great difficulty to insert the piano in this already overcrowded space, where we frequently have lack of air and light. . . . I have got the upper hand of my "enemies." As a sign of incipient respect, mark the following: A three-year-old baby appears on school threshold wishing to enter (like Peri into Paradise), confronts teacher, while mutually contemplative, father appears on scene. "Now, Myra, gan hame and get a clean pinner on, ye little mucky rubbish." I felt quite elated.

These three weeks I have only been able just to get my sister into the next field, once to the nearest farm, and once in a trap to N— to see the newly-erected headstone and rail we have put for our good mother. The driver had no licence, and prefers to drive about in fear and trembling continually rather than pay 15/-. I had only one day off while I made funeral arrangements, walking to N— and back on the Friday. The funeral was on Sunday. If you have read Dickens's account of the poor schoolmaster and the death of his little scholar, you will know how it was to keep school on the Monday, to come in at noon to the empty house:

plus airlessness, want of light, and space and sanitation, and no want of rats—water to fetch like Jack and Jill, for a bull guards the legitimate spot. There is now a deathwatch which ticks. If the L.E.A. requires an answer that day it costs me 3d. for a messenger over to G— and stamp each time. The death watch was here in Miss C—'s time, and we have frequently heard it in both kitchen and sitting room walls. Still, there might be something more cheerful about.

My report was: "These children are taught in a painstaking manner, and their work is very fairly done." No riders. All present but one: "T'infants as wuz is now i' stander fowar"—good group—halcyon days for teacher—got well through one-third of the arithmetic before holidays. "T'infants as is" is only two on 'em of either sex, fowar o'together. . . .

Fancy, my new Standard IV prefers Gray's "Elegy" (which they are learning) to "John Gilpin," which they learnt before. Surely that shows some *culture*. I only hope they will not tire of it before it is done.

I asked if I might have ceiling whitewashed during holidays, but so far nothing is done, and the outside premises are in the old state. . . . Vicar just in: proposes a fifth week's holiday for cleaning, etc.

March 18th (following year).

Miss Micawber, you see, is still waiting for something to "turn up." We have emerged from the Polar darkness of the winter—sunshine and hailstones to-day; drenching rain previously.

No news of any sort here, unless I tell you the people are now entirely quiet and civil. The vicar has had three curates, each three months with intervals, at present none. He calls the curate "his hired menial," and himself "poor little me," which, perhaps, will give a key to the situation. On my sister's account I go as seldom as possible to church, as she is never safe. Except for the attacks she is well in health, and much stouter than she was a year ago. I get no exercise except to and fro to school like a dog on a chain. When the dust of the school becomes positively irritating to the lungs, about every five weeks, I work off superfluous energy by cleaning it, and hope to prevent a few cases of physical mischief, consumption, etc. If cholera comes from decayed matter and typhoid from foul gases, then consumption, I feel sure, is caused by dust ground up from below!

(Here follows an account of her efforts to get a larger school.)

I think it is bad for the country that the "girls' schools" are disappearing. I thought so at H—; they seemed coarse, unwomanly animals. The master did his best. My business, you know, was entirely with the infants, for whom the woman, whose words I shall never forget, was pleased to say "T'infants is a deal mair nicer ner what they wuz afoor ye coom."

I have bought a football for the boys—it is much appreciated. The rival teams (five on each side) are Y-blues and Y-reds. The latest "fad" (or, perhaps, you know some more recent) is for the teachers to be instructed in cottage gardening and to impart the same.

Je ne puis plus.

(To be continued.)

THE CINEMA AS A CIVILIZING INFLUENCE.

By JAMES GAULD.

Among the modern miracles which enrich our life to-day few have had more far-reaching effects than the cinema. It is almost impossible to believe that thirty years ago the modern picture-house did not exist, and that the principle of the cinematograph, although known, was only to be found practically expressed in a child's toy. After photography had been pressed into its service, however, progress became more rapid. Most of us can remember the early results, jumpy and full of flicker, causing eyes to smart and head to ache. Still, they were thought marvellous, and by slow and cranky stages, after infinite toil and experiment, we have attained to the wonderful films of to-day with all their elaborate organization of scenario-writers, producers, film stars of world-wide fame, and vast studios which are veritable towns, entirely given over to this new industry.

Has it all been worth while? Is the world any better because the cinema has come to be the principal source of amusement and recreation of the majority of people to-day? In short, is it a civilizing influence?

The matter has been debated almost as hotly in the Press and from the pulpit as was the question of the theatre a generation ago. To-day, many of our leaders of thought denounce the cinema, while others, if not actively hostile to it, adopt a distinctly contemptuous or scornful attitude. Let us see if anything can be said in its favour.

First of all we must remember that there are films and films. It is as illogical to denounce the cinema indiscriminately as it used to be to denounce the theatre without reference to the play presented. It is the films which matter. If the right sort of stuff is shown on the screen, we have here one of the most educative and impressive mediums possible. It can awaken every human emotion, swaying an audience from laughter to tears in a few moments. If films could speak—and that is coming soon—we should have one of the most potent influences for good or evil at our disposal which the mind of man has ever conceived. As it is their power is immense and their influence incalculable. Our question then must be narrowed down to this. Do the films which are being shown to-day exercise a civilizing influence? We are prepared for murmurs of dissent when we answer that question in the affirmative.

We concede at once that there are many silly films' and even some immoral ones, released; that the acting is sometimes bad—it is so easy to overdo it when you haven't the spoken word to help you to get your meaning across to your audience, nothing but a snappy "caption" at intervals. It is easy to point to the undesirable side of the film actors' lives, and to the inordinate vanity if nothing worse which their popularity engenders. To-day all the arts can be, and are, commercialized, and if the public calls and will pay for vulgarity, the public will get it. But having granted all that, the fact remains that even in America, and certainly in Europe, there are men and women producing films which are

real artistic gems, and which have a profound effect for good upon the minds of those who view them.

The cinema has been accused of making juvenile criminals by depicting people committing crimes. If we are to banish from the reading of our young people all literature which commits a similar offence, the black list will be a long one. It will range from the Bible down to the modern newspaper. The vital question is, what is the attitude of the film towards the crime depicted? Is the criminal made into a hero, or is he found out and punished in the end? As a rule, the latter is true, and where it isn't, the ending is unpopular. A friend of mine who frequently lectures on religious subjects told me how on one occasion he was set down at a junction with two hours to wait for his connection. To while away the time, he wandered into the local cinema, a mere shed mainly built of corrugated iron. The village was a mining one, and he found himself amongst a rough crowd of uncouth folks, the men in working clothes and smoking clay pipes, the women wearing shawls and many carrying babies. His first thought was one of thankfulness that there was nobody there who knew him, but as the programme went on he became much more interested in the audience than in the events depicted on the screen. All through the entertainment he found those rough, uncultured miners moved by the right spirit. They manifested an innate sense of righteousness and justice which amazed him. Whenever evil was punished and wrong righted their satisfaction was shown by their shouts of approval and prolonged applause. The children were if possible more unerring than their parents, and he concluded by saying that he, who had been inclined to despise the cinema, came away from that humble place of entertainment humbled himself, taking with him a heightened sense of respect for that great, inarticulate section of the British public—the working-man and his wife.

In our criticism of "the pictures" we are apt to forget that the great bulk of the audiences who throng them belong to the working and lower middle classes. Their schooling ceased between the ages of fourteen and sixteen, and in most cases they have done little or nothing since they left school to continue their education beyond vocational studies. They are mainly town-dwellers, with little time for, or interest in, the study of nature. But the cinema brings her marvels before them and stimulates curiosity to know more at first hand. Many of these people have neither the money nor the opportunity to visit the beauty spots of their own land, not to mention the Continent, but the cinema brings realistic representations of them to their own doors. It also awakens their interest in the peoples of other lands by depicting them amid their natural surroundings, at work and at play, illustrating their modes of living and clearing away ignorant prejudices against our neighbours abroad.

One striking civilizing influence of the cinema has been its effect on the drinking habits of our working classes. Before "the pictures" existed the average working-man spent his evenings in a public-house or a club where liquor was sold. His wife had to stay at home to look after the children, and after they were

abed, many a weary, lonely hour did those poor women spend. To-day, however, parents and children go to the cinema together instead, and there they find food for thought and conversation which lifts them out of the oft-times brutalizing rut of the daily round. Their deeper and tenderer emotions are stirred and developed. They are tickled into hearty laughter—that potent civilizer—by whimsical and harmless absurdities. They get glimpses of what is happening out in the big world outside their own little town and realize that life is a many-sided and wonderful thing, full of interests other and higher than the mere satisfaction of appetite. The result is a tightening of the family tie and an improvement in the home life which has undoubtedly raised the tone of our working-class community.

Some of our highbrows object strongly to the filming of famous books, arguing that they are invariably spoiled by being adapted for "the pictures." Surely this is only a matter of taste. When we look through an illustrated copy of one of our favourite books we are frequently disappointed, or even irritated, because the illustrations do not come up to our conception of the characters or the events. But we do not therefore tear them out and burn them. The man who loves his "Treasure Island" is not compelled to go to the local cinema to see it if he fears it will upset his mental images of that fascinating story, but on the other hand thousands of people who would never dream of reading the book will be moved to do so after seeing the film, and through this introduction to one of our great writers will probably be tempted to read more of his works. Surely anything which sends people to explore the treasures of our literature must be classed as a civilizing influence.

After all, there are certain elementary ethical standards which we can apply to "the pictures," which will finally settle the question of their value as a civilizing influence in our modern life. Do they inculcate a love of fair play, and of law and order? Do they make virtues of honesty and modesty? Are they free from false heroics and bathos? Probably nobody will be prepared to answer these questions with an unqualified affirmative, and this is where the genuine critic can do some good. If instead of denouncing the cinema without discrimination, and boycotting it personally, he will only attend the performances from time to time, and afterwards discuss the films shown with the management, indicating those to which he objects, with his grounds for objection; if he will at the same time praise anything he has found good and wholesome, he will be doing a real service to the community, for in the end the cinema producers and proprietors will supply what the public demands, and they are only too pleased to be helped in their choice of films by suggestions (based on reason and observation) as to what is really the public taste.

Rewarding a Professor.

Professor Sir John Morris-Jones has been asked to continue his Professorship of Welsh in the University College of North Wales, Bangor, for another five years after 1930, when his present terms expires.

Mr. G. P. Furneaux, M.A., head master of the Midsomer Norton County School, has been appointed head master of Aylesbury Grammar School.

MY EXAMINATIONS.

By J. G. S.

The first that I can remember took place in a little Highland schoolhouse. It was the event of the year in that small village when the minister came to question the youngsters on their Bible knowledge and catechism. I was a tiny summer visitor at one of the neighbouring farms, and was invited to be a spectator of the great event. I was scarcely five years old, but I can well remember the interest, admiration, and awe with which I regarded each child who rose from his seat and recited so glibly the big, strange words. Perhaps the fascination which the scene held for me was a premonition of the future, for examinations have played a considerable part in my life since then. A few of them stand out in my memory.

There was, for instance, an examination in religious knowledge which demanded not only Bible history and catechism but proofs of the catechism in addition. As a result of this test I was presented with a ponderous tome dealing with a subject which did not appeal greatly to my youthful fancy. However, I was proud of my prize, and, when a solemn-visaged friend of the family called one day, I determined to make a good impression by showing off the handsome book. He took it from me, opened it with suitable gravity, then with a smile shattered my vanity by pointing out several uncut pages!

I next recall an examination which demanded map drawing from memory. This was an especial bugbear of mine, for I did not even excel at copying maps. However, I practised diligently, and, on the evening before the examination, had arrived at the point when the Black Sea was the only map I had not yet tackled. As luck would have it, a little lost child was discovered by a member of the family on that particular evening and brought into the kitchen to be warmed and fed. My charitable instincts soared high above my enthusiasm for map drawing. Alas! next day I felt that Fate was certainly not a rewarder of good deeds when I was asked to make a memory drawing of the Black Sea! I can still see that map, somewhat triangular in shape; the rivers correctly named, but with no flow about them, entering stiffly that rigid-looking sea. I can still see the inspector's caustic criticism written at the side, for it burnt itself into my brain.

My next vivid memory is of the aftermath of a language examination in France, when we awaited results in the sunny quadrangle of the Lycée at Tours. There were assembled students from all the more important European nations. When a student's name was called he or she disappeared into an adjoining classroom, where sat professors filling in marks and affixing signatures. Soon the successful candidate returned bearing his certificate. For a Britisher a word of quiet congratulation or an occasional handshake acclaimed his success. The representatives of the south, however, and particularly the Italians, capered round and cheered their compatriots to the echo, causing much good-natured amusement among their fellow-students of the greyer and more phlegmatic north,

INDIAN EDUCATION.

By H. J. FELLOWS, B.A.

There is no part of the British Empire where the origins of the connection with Great Britain are more complex and more open to misstatement and mistake than India. These complications extend even to the educational problem. From one aspect blunders are chiefly discernible, from another an honest and sincere endeavour to elucidate an intricate puzzle is very obvious.

In the early days of the East India Company the one and only interest was commercial. Slowly this trading organization became more closely knit by political ties to the destiny of India. Other than purely business considerations entered into the problem. There was, however, no obvious desire to introduce and propagate the learning of the West. Warren Hastings, indeed, had an ardent admiration for the literature of the East. His aim was to give such political stability in the areas of British influence as would encourage native learning. The continuance of this policy is clear from two incidents. In 1813, when, it will be remembered, the English Government had some control over all but the financial policy of the Company, a sum of over £10,000 was voted for promoting the knowledge of science. This, in fact, was interpreted as a scheme to encourage Arabic. In the next year the Court of Directors instructed the Governor-General "to leave Hindus to the practice of the usage long established amongst them, of giving instruction in their own homes, and to encourage them in the exercise and cultivation of their talents by the stimulus of honorary marks of distinction and in some cases by grants of pecuniary assistance."

Two years later David Hare, an English watchmaker resident in Calcutta, collaborated with Mohen Roy, an enlightened and intellectual native. This resulted in the institution of a Hindu College for the promotion of Western secular learning. The impetus thus given encouraged the foundation of other schools and culminated in 1835 in the foundation of the Calcutta Medical College.

Meanwhile, a change of attitude had taken place in the methods of Christian missionaries. This can be summed up as teaching rather than preaching. In 1834 the Bombay Wilson School, afterwards known as Bombay College, was established, and three years following saw the erection of the Madras Christian College.

The Government had already decided to devote funds to the maintenance of secular schools and colleges for the promotion of Western learning. A distinct change-over from the policy of Warren Hastings was now in being. In 1854 Sir Charles Wood's despatch emphasized the importance of primary education "to combat the ignorance of the people, which may be considered the greatest curse of the country." Other matters considered were the provision of grants in aid of private institutions, the creation of a Department of Public Instruction, and the outline of a scheme—later fulfilled—for the foundation of universities at Calcutta, Bombay, and Madras. These institutions were primarily for examination purposes and only secondarily for the provision of seats of learning and research.

In 1882 an Education Commission gave further encouragement to private, rather than public, effort. The conclusion cannot be avoided that this decision rested more on the merits of saving public money than on the educational merits of the recommendations. These private schools, with the necessity of charging very low fees, had to neglect the important details of social life and the provision of good physical conditions.

In 1904 a University Act gave the Government greater control of the Universities and the Universities greater control over schools other than those of a primary grade. The tendency now is to make each system self-contained and more or less independent, except for affiliation. The universities had for some time indulged in a form of competition to obtain entrants. This led to disastrous results in the minimizing of the degree standard required. In May, 1924, however, a university conference was held at Simla, resulting in the creation of an inter-University Board, an enthusiastic agreement to maintain a high standard of learning and to encourage modern pedagogic methods.

A Department of Education had been established in 1910 with a representative member on the Executive Council.

The whole problem of education in India is the almost overwhelming one of illiteracy. Nearly 300,000,000 persons are unable to read or write as opposed to less than 25,000,000 who can. The problem, baffling enough numerically, is rendered the more so by the incidence of poverty, the difficulty of communications, the caste traditions as to the monopoly of learning, and the predominance of rural life. Primary teaching in general depends largely on an adequate supply of women teachers. This assistance is practically non-existent in India. There is little or no demand in comparison with the numbers concerned for the education of women. There are less than 3,000,000 literate women in the whole of British India. The incentive of learning by personal example is absent from the villages. Few educated men return to settle in their native area. Even doctors are not attracted, since the natives prefer certain Eastern medical systems. The landowner does not as a rule go to a university. If he should so do he rarely comes back, but develops into the Western equivalent of the absentee landlord.

Another problem is that Indian education is ill-balanced. The middle classes enjoy educational facilities which, in numerical proportion, are equivalent to those provided in any other country of the world. The figures represent a percentage of 0.6 of the total population as under instruction in secondary schools, and 0.029 as under instruction in the universities.

The educational institutions include those in which a course of study conforms to the standards prescribed by the Department of Public Instruction or the universities. Either they undergo inspection by the Department or they regularly present pupils at public examinations held by the Department or the universities. Such schools are known as "recognized," but they may be under public or private management. There are nearly 200,000 of these recognized schools with approximately 9,000,000 pupils. Schools not fulfilling the foregoing

conditions are known as "unrecognized." There are approximately 35,000 schools with 650,000 pupils in this category.

In the recognized schools the educational programme operates through primary schools teaching the vernacular language; high, middle, or secondary schools instructing in English or the vernacular, with a syllabus up to matriculation or the school leaving certificate, intermediate colleges and colleges. The colleges are affiliated to the eight federal universities of Calcutta, Madras, Bombay, Punjab, Allahabad, Patna, Rangoon, and Nagpur.

The chiefs and princes of India are provided with special colleges conducted in the style of an English public school.

To counterbalance the examining universities, there are residential universities at Decca, Lucknow, Rangoon, and Delhi. Two denominational universities, the one Hindu at Benares, the other Muslim at Aligarh, should also be included. There are universities in the Indian States of Mysore and Hyderabad.

A system of State scholarships exists, by means of which a boy may pass from the village school to the university, also State scholarships are awarded by the Local Governments or the Government of India to enable the holders to study in the United Kingdom for two or more years. Nearly £8,000,000 a year is devoted to the educational programme.

The question of compulsory attendance is a matter for the Provincial Legislatures. They can recommend or permit local bodies to enforce the rule. The increase in the popular control of educational facilities, however, has been marked by financial stringency and marked agitation. This has not been particularly conducive to zeal for compulsory attendance. Any orders which have been made are usually relative to children between the ages of six and ten.

A campaign, particularly in the Punjab, has been directed against the one teacher village school. The drawbacks of such a form and method of instruction are sufficiently obvious to need no explanation and to justify the agitation.

During the height of the Nationalist campaign a number of "National" schools were founded, and the "spinning wheel" encouraged as a mark of social aspiration and for educational benefit. In this connection it was found lacking in eye training and less suitable than many other handicraft exercises. Most of these schools have now disappeared.

The Indian mentality has shown itself to some extent averse to technical studies. Encouragement and example are rapidly changing this bias. An important event in the history of specialized education in India took place in December, 1926, with the opening of a school of mines in the Bihar district. This was proposed in 1913-14, and was strongly pressed by Sir Thomas Holland's Industrial Commission (1916-18). The instruction given is to be equivalent to that provided by the Royal School of Mines in London.

The King and Queen will visit University College, London, on June 23rd, to inaugurate the centenary celebrations. The centenary oration will be given by Mr. H. A. L. Fisher, Warden of New College, Oxford.

LEGAL NOTES.

Who is the Parent? The case of Woodward v. Oldfield.

The mother of Marion Lilian Woodward, a defective child over seven, appealed against an order that she should send her daughter to the special residential school for mentally defective girls at Sandhill Park, Bishop's Lydeard. The girl lived with her mother at Burnham-on-Sea in Somerset. At all material times the father was serving a sentence of imprisonment at Maidstone Gaol until April, 1927. The Somerset Education Authority, after consultation with the mother, was satisfied that she was not making suitable provision for the child's education (as required by Sections 42 and 53 of the Education Act, 1921). She had not selected any suitable class or school (under Section 54), and she refused her consent to the school chosen by the authority.

The Appellant's Contentions.

The mother justified her refusal by her belief that the child would be better cared for at home, and she was fortified in that belief by the advice of Dr. Lowther, who gave it as his opinion that the child was feeble-minded within the definition of the Mental Deficiency Act, 1913, and was incapable of benefiting by instruction at the special school. She contended (1) that the father was the parent within the meaning of Section 54; (2) that he had not been consulted; (3) that there was no evidence that he had failed without reasonable excuse to send his child to school; and (4) there was no evidence that the consent in writing of the father had ever been requested or obtained or unreasonably withheld.

The Court of King's Bench (consisting of the Lord Chief Justice and Justices Avory and Shearman) dismissed the appeal, which came by way of case stated from the justices. The substantial point of the mother's contention was that she was not "the parent" of Section 54 and its proviso: "No order shall be made requiring the child to be sent . . . to a boarding school without the consent in writing of the parent, unless it is proved . . . that such consent is unreasonably withheld, or that the parent cannot be found, but consent shall not be deemed to be unreasonably withheld if withheld with the bona-fide intention of benefiting the child."

The Lord Chief's judgment pointed out that when the father was detained in prison it was the mother's duty to provide education for a normal child. Lord Coleridge had laid that down in *Hance v. Burnett*, a case where the father, or, at any rate, the husband, was at sea. "The consequences became a little grotesque if the father was to be regarded as 'the parent' (of Section 54) notwithstanding his imprisonment. The authority must, after consultation with the convict, be satisfied that he was not making suitable provision and then require him to send the child to a certified class or school. What would be a more reasonable excuse for the convict not doing so than to say that, to his regret, he was in a place where it was not possible to comply with the requirement? The result would be that till the expiration of his sentence, whenever that might happen to be, his defective child would be neglected and nothing could be done."

SCHOOLCRAFT.

HANDWORK.

By THOMAS LOWE, Headmaster, Cooke Street School, Longton.

Handwork has passed through two stages within the memory of most of us. The first stage emphasized processes, and much time was spent in such barren exercises as making dovetail joints. Boredom was the natural result of such exercises divorced from a "setting" which their incorporation in something useful would have provided, and this lack of interest was preventing the formation of habits those exercises set out to form. They were unrelated and purposeless, just as the "blobbing" in brushwork was. It would be idle, however, to deny that some dexterity accrued, but a natural context would have made such exercises purposeful, interesting, and therefore the objects of a natural desire, since they would have been invested with a meaning.

The pupil could not be said to have expressed anything. The second stage gave more emphasis to objects, though these were not such as any boy would spontaneously make, because they were unrelated to himself and had rather an adult reference. It was directed handwork and expressed another mind. Still, it was an advance on the first stage. So far there had been no experimentation or opportunity for original work.

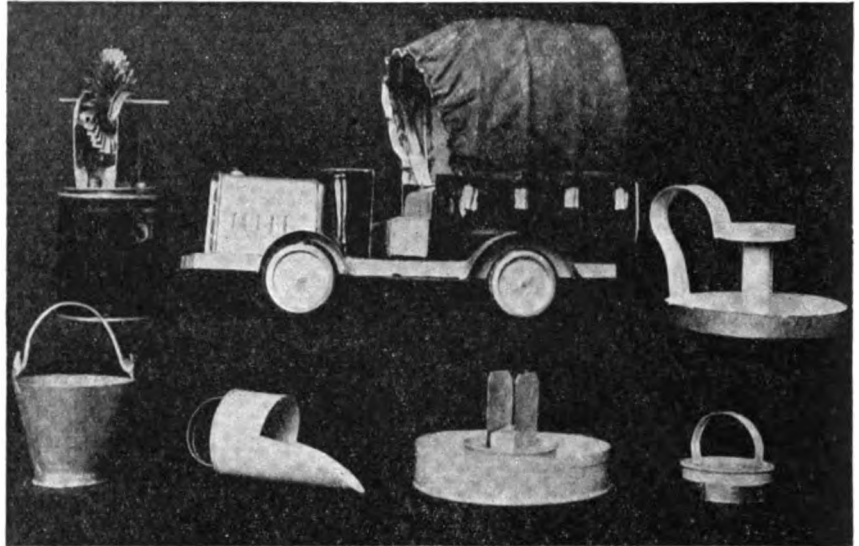
The third stage may be termed heuristic in that the end is first visualized, and each pupil is left partly to his own resources for its achievement. The word "partly" is purposely used, since the heuristic method needs tempering with a good deal of common sense. Obviously to meet new situations as they arise, which is originality, needs ideas which cannot spring from nothing.

This third stage, in which a boy may be said to express himself, has inspired the work undertaken in my school. Apart from the undoubted superiority of this approach, because of the mental activity it provokes, there is the advantage of economical working.

It is well known that the objects which a boy makes naturally need little more for their construction than the indispensable jack-knife. Hence I aimed at a scheme which—

- (1) Would bring to his notice toys and common articles which he would strongly desire to make.
- (2) Would need nothing in the way of materials but what could be found at hand, and made to serve his purpose.
- (3) Would give him an interesting and useful hobby for his leisure.

As my school is situated in the poorest part of a city, consideration (2) was forced upon me, and consideration (3) was highly desirable in what is in general a slum area.

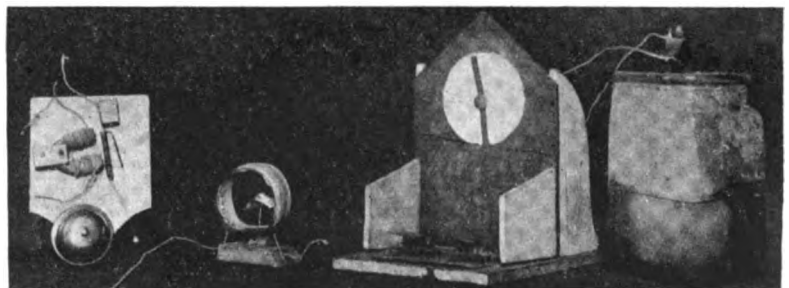


(1)

Illustration (1) will give some idea of what has been achieved with practically no expense, as the cost of the seven articles is about one shilling, which includes fluxite and solder. It will be seen that treacle, toffee, and cocoa tins and lids have been pressed into service to give utility and in some instances very artistic results. Andrews' liver salt tins lids have furnished the bottom for the bucket and the wheels for the lorry, whilst four babies' teething rings give smoothness to the running of the latter. This work is done by the senior boys in Standards 7 and 8, who are about to leave school.

We do not treat handwork in isolation, but make its relationship to the general work of the school of the closest possible character.

Illustration (2) shows apparatus made by Standard 6 to illustrate their science lessons, which deal with simple

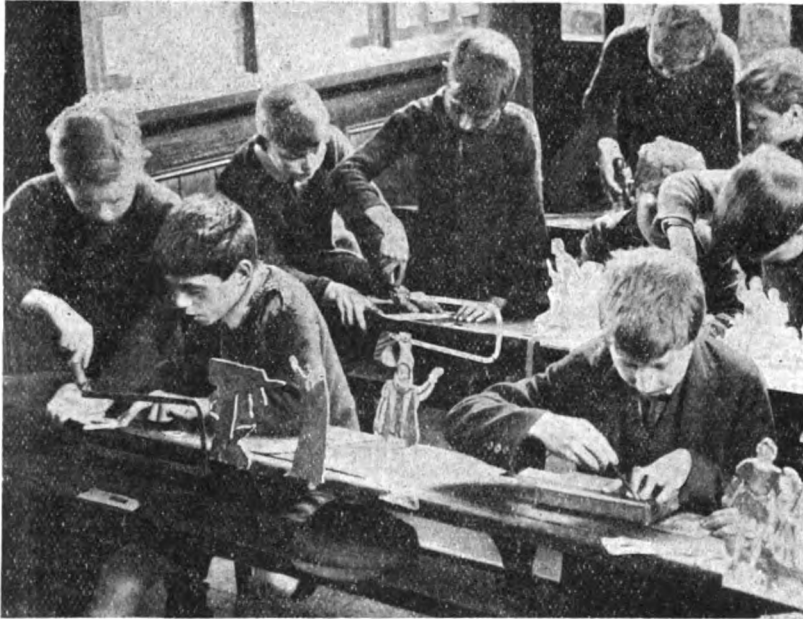


(2)

experiments in electricity. Any soldering necessary is done by the boys in the previous class, whilst the wiring and woodwork is done in Standard 6. This inter-class co-operation is helping us in fostering the idea that school is a social unity much as the world without is, in which interdependence of the members is a fundamental

principle. At this stage the wood is obtained from tea chests purchased from neighbouring grocers from school funds. For the inlaid woodwork, which is also done in Standard 6, we rely on the generosity of local tobacconists and cigar-smoking friends of the staff.

Illustration (5) shows a globe three feet in diameter made by the head master and the senior boys. This was made for the geography lessons in Class 2, and is hung at the correct tilt of $23\frac{1}{2}$ degrees, with the polar axis pointing to the North Star. The dark corner has been



(3)

Illustration (3) shows a section of Class 6 making history cut-outs in three-ply wood for Class 3. Every boy in this class has purchased his own fret-saw—many on the instalment plan—which is a fair indication of their keenness. Moreover, these saws are used at home, as ingenious articles brought to school testify, and we feel that this self-imposed extra school activity outweighs any other result our scheme can manifest.



(5)

purposefully chosen to give the idea of the world floating in space. Only the information necessary for this stage is put on this globe, and the confusion which arises from the detail of the commercial product is thus avoided. Moreover, the price of a globe this size is prohibitive. Four similar globes have been made, and our ambition to have one in each classroom will soon be realized.

As this school had no handwork instruction before my appointment as head master, I am in a good position to judge of its value.

So far the following facts have impressed me :—

- (1) There is a marked change in the attitude of the boys towards their school and masters, and there is undoubted proof that with an increase in manual work there has been a decrease in punishment.
- (2) There has been a corresponding improvement in mathematics, especially when problems in the three dimensions have been under consideration.
- (3) There is a marked improvement in the attitude of the parents to the school. The scheme has been in operation twelve months only, but already we have received gifts of saws, solder, and tin from fathers who, I am quite sure, thought education meant "sitting still, listening to a learned discourse of a bald-headed gentleman in spectacles," and that the only thing worth considering was how soon their boys would be leaving.

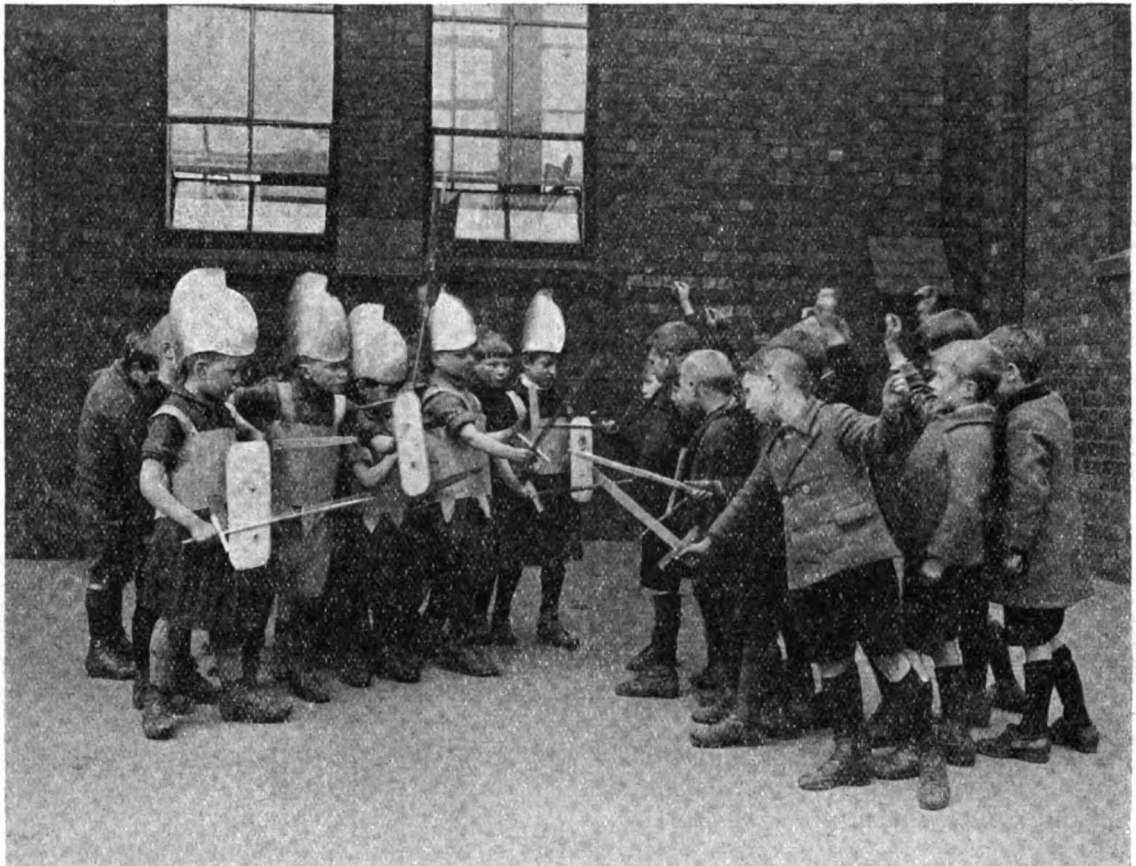


(4)

Illustration (4) shows the model shop supplied by Class 6 to Class 2 to provide them with lessons in shopping.

(6)

Illustration (6) shows the "Landing of the Romans," with helmets, etc., made in the handwork lessons in Class 2.



THE BLACKBOARD.

By L. HAYES.

On clearing out a cupboard a short while ago I came across an old book of "criticism lessons," over which I spent much time and thought as a pupil teacher. Every criticism by the head master (whose lessons to Standards VI and VII were models in teaching) contained this item, "Use of blackboard." The remarks against it were always as to my success or failure in making a full and suitable reflex of the lesson in chalk. The regularity of this blackboard criticism still reminds me that teacher, chalk, and blackboard should be an inseparable trio.

The teachers of the last generation paid great attention to blackboard illustration, but we are lax in following their example. Should you be inclined to disagree, examine carefully the next ten blackboards you see. In three important respects we are much behind the teachers of 20 years ago in blackboard work, viz., neatness, regular use, and accuracy.

In one thing the blackboard in my own school days was lacking. It did not arouse a sudden, unusual interest, and certainly never caused merriment. Yet this sombre piece of classroom furniture may be a surprising rogue and full of humour. It all depends on the person using the chalk.

Instead of filling the board with spellings during the next reading lesson, why not try the effect of one or two slogans after the following type:

Don'ts for Reading.

- 1.—Don't be an express train.
- 2.—Don't be jerky like a goods engine.

- 3.—Don't miss the full stops; you rest there.

Or

- 1.—Never behead words. The poor things don't deserve that.

- 2.—Don't forget to breathe or you will feel like a punctured tyre.

Boys are forced to look at that sort of thing, and they will remember such blackboard maxims a week afterwards. They will watch you, into the bargain, every time you pick up the chalk. You have awakened interest and put your class in a happy mood, without being undignified or theatrical.

Mere slogans will not be sufficient to drive home your teaching, nor does the blackboard deserve the fate of being likened to the placard of the peripatetic "sandwich man." In the above example it is an easy matter to set the class to criticising those who read and finding out how many danger signals have been ignored. The readers will take more care when they know that 30 of their fellows are bent on noting faults.

That is one example of how a blackboard can be made to spring a surprise and cause a smile.

I once saw the fundamental principles of good handwriting set out on a blackboard as follows:—

The three R's are—Reading; writing; arithmetic.

Here are six S's for writing—Same shape; same size; same slope.

Interested classes are sure to be learning. Make the blackboard do its full share in drawing the attention of the children to the main points of all your lessons.

LIGHT

BY

LORD GORELL.

*Break out, O lives of wonderment, that drive
The chariot-steeds of Nature! Break away
Into a world-dominion of the mind
As new as your machines! Your courses rise
Upon the pathway of the winds that blow,
Unchecked, across the long-divided shores
And range above the cloud realms: you can
speak
To unseen millions in their silent homes
Throughout the listening world: your tones are
heard
Across Atlantic, and the barriers fall
Of time and place. The trail of yesterday,
So newly blazed into the secret wood
Of Nature's marvels, is to-day a road
Trodden by children in the simple faith
Of life's acceptance, and to-morrow calls
As a magician throned amid the stars.
Nothing is now impossible: mankind
Stands kingly on the stubborn elements
And over Earth a unity is made.*

*A unity of scientific truth,
A unity of moment and of sound—
How much is left of jewels limitless
In the region of man's mind! How much still
is
That overburdened man before the dawn
Of these great conquests! As your goal is truth
In all things to your knowledge provable—
As grain by grain the mountain of man's power
Is lifted through the universe, take heed
Of other, older truth. Earth's unity
Is still a discord, though man's life be rich
In daily easement of new majesties.
Ungrateful for the monarchy of mind
That covers Earth with huddled multitudes,
Man counts himself but little happier made
Than when its youth was wild and ignorant.
New barriers rise to take the place of old:
If time and place be free, man still is chained
To evils old and evils newly sprung
Out of the roots of freedom, and the load
Seems greater to his conscious, quickened mind.
Earth's peoples hum in massed monotony;
The craftsman's shadow haunts the great
machine.
The tree of knowledge flowers, and yet its fruit,
Unsweetened, is but bitter—discontents*

*Within them have co-equal power of growth
With the new dominion over Nature's bounds,
Save wisdom, guiding knowledge, tend the soil.*

*Changes and wonders, and a thousand miles
Raising to us a barrier less than five
To our forefathers! Are we therefore won
To greater understanding of the needs
That prey, unchanged, upon the human heart?
Are nations grown more brotherly, with war
Become a thought of horror? Man has found
A hundred ways of beating back disease
From widened life, but he has also found
A hundred ways of dealing wider death
And gropes about the finding, hesitant,
Thinking in terms of the old unhappiness
And longing for a future without fear.*

*Out and away, O lives of wonderment,
We need to burst; out of the circle grim
That holds the human spirit we must rise,
Not by the bending of our minds alone
To truths of science and the icy probe,
But on our pulses, all our senses tuned
To the songs and dirges of humanity.
New light is streaming on us through our
minds
Linking the altered world: let it be light,
The light of truth and love—and love is truth—
Illuminating the heart from home to home,
From land to land, till unity be real,
Till thought, unshackled in a world of change,
Adventurous journeys to the heights of man
And greets the sunrise of felicity!*

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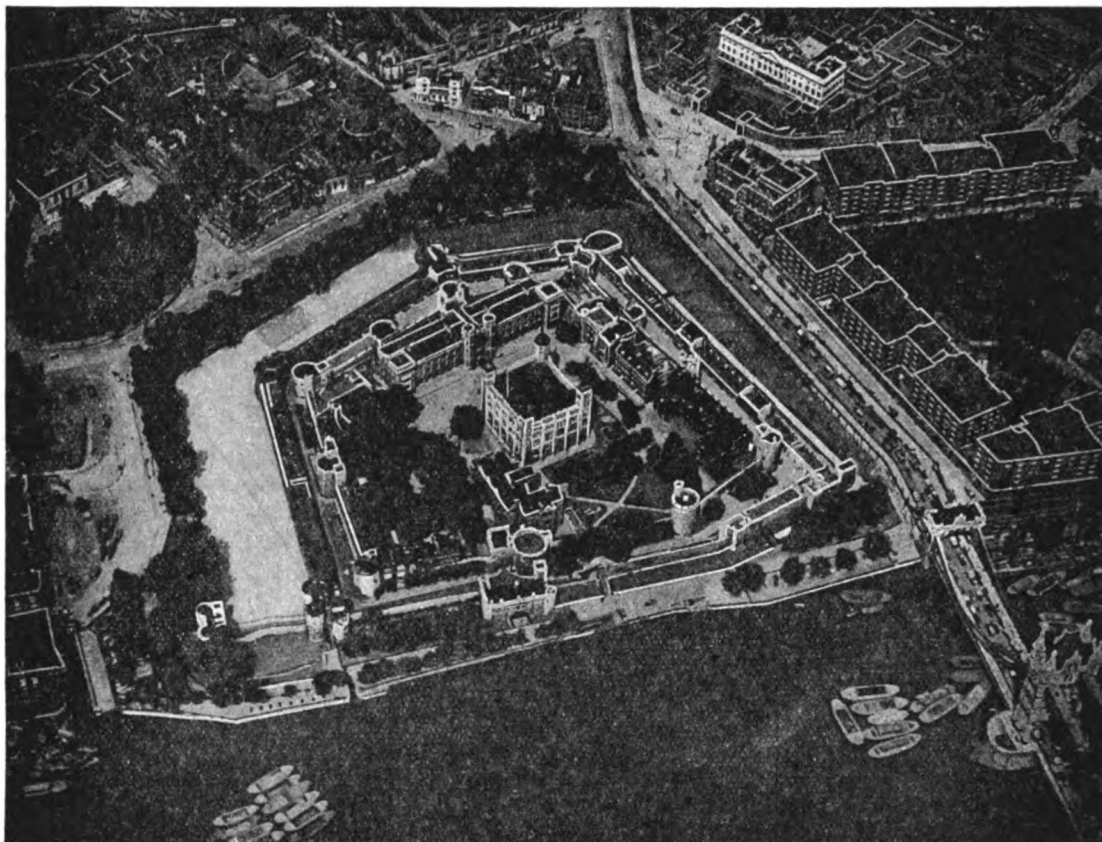
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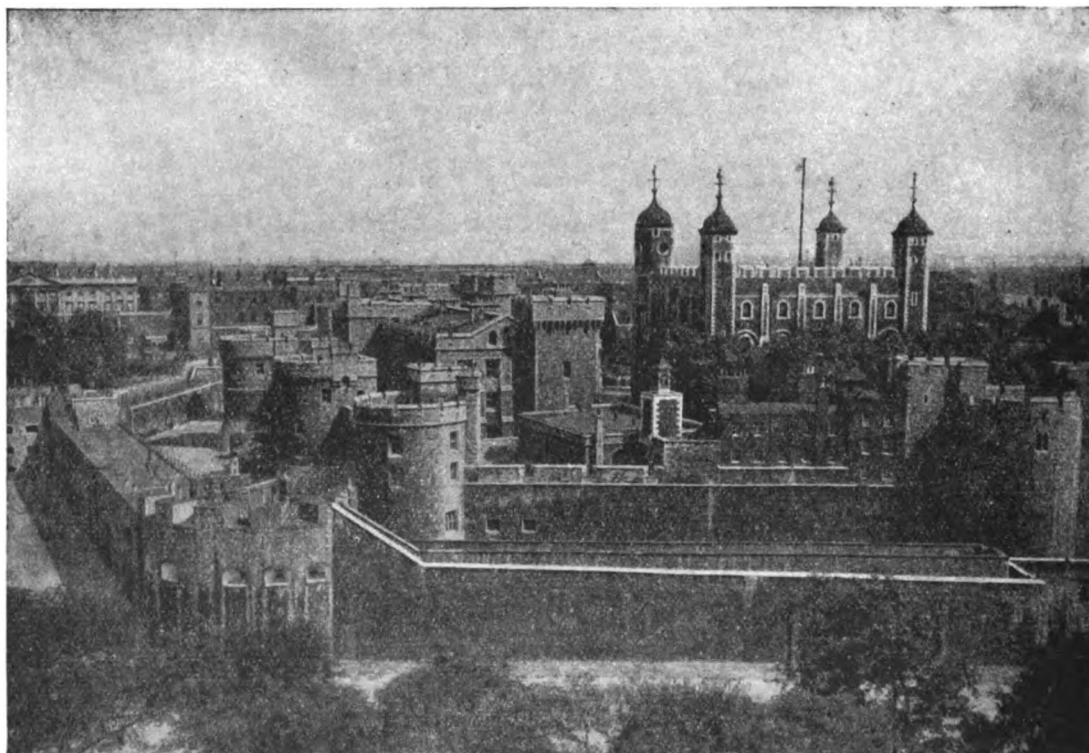
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A number of factors have contributed to bring about a real advance in the position of science teaching as compared with the position 15 years ago. The institution of advanced courses, the abolition of examinations of the junior local type, the Board’s short courses, improved first examinations, discussion and interchange of opinion among science teachers, all have had their share, but a perusal of this report leaves the impression that there is plenty of scope for improvement yet. The one general impression left on the investigators they express thus: “Wherever we take up the question of the conditions affecting science work, whether we are considering accommodation, or equipment, or libraries, or the syllabus, we come back always to the same point, namely, the quality of the teacher. This covers much more than a man’s academic qualifications; it is a matter of outlook and of standards of work and of laboratory management, of knowing what to do and how to do it. If unsatisfactory conditions may do much to discourage a keen teacher and to diminish the efficiency of his work, it is no less true that good conditions are thrown away on the man who does not know how to use his opportunities.”

The matters entering into the enquiry were the staffs, their qualifications and conditions of work; finance; accommodation; apparatus and equipment. Under the first head the report points out that little attempt seems to be made to broaden the curriculum from 12—16 by introducing any subject other than chemistry and physics. Botany or biology ought to be encouraged at the advanced course stage, but the difficulty

is to find teachers for boys’ schools. Of the 191 graduate teachers in the 39 schools 136 were the products of modern universities, including 79 from London, and degree courses there seem to tend to produce men offering mathematics, physics, and chemistry. Only nine of the 210 teachers taught biology and only three geology. Despite all that Huxley and others have done to put forward the claims of biological study there seems to be a tendency not only for specialist teachers teaching nothing else but science, but for science teachers to teach little else but physics or chemistry, with, in 30 per cent. of these schools, the addition of mathematics.

The section on finance is interesting, and there is an appendix of comparative figures as well. In one of the schools the cost per head was as high as 20s. 3d.; in another it was as low as 1s. 8d. In the bulk of the schools it varied between 5s. and 10s., but in a matter like this much depends on the size of the school and whether it is well equipped at the start, as was the case with the 1s. 8d. school. Anyhow, there was no evidence that low rates were due either to the parsimony of the governors or the opposition of the head master. The true explanation, says the report, is that “the science master himself fails to realize the needs of the department of which he is supposed to be in charge, and does not ask for what he requires.”

It is on apparatus and equipment that criticism falls most heavily. In only 22 of 39 schools was there any apparatus for measuring the mechanical equivalent of heat, and only seven had any kind of calorimeter. Light on the whole was well provided for; electrical equipment is “pretty good, and rapidly improving,” but very few schools attempt serious experimental dynamics, and on the whole “experimental mechanics comes off badly.” Organic chemistry suffers from the lack of a sufficient supply of alcohol, and few schools seem to be aware of the concessions made by the Excise in the matter of remission of duty.

In the school library science is but poorly represented, it appears, and the report lays the blame for this on the science master himself. He is the product of the degree courses at the universities, and these “do not tend to produce men of wide outlook, or to encourage wide reading.” But there is an answer to such criticism. After all, there is no very strong reason why the science master should bother his head about Darwin’s “Voyage of the Beagle” or “The Origin of Species,” Mack’s “Science of Mechanics,” or Clark Maxwell’s “Matter and Motion,” Tyndall’s books on heat, and so on. We might expect him to read and to know, but these others he would probably find terribly dry and dull reading. If he is of really the scientific mind he will find, doubtless, something more inspiring in Mill’s “Logic,” or Jevons’s “Principles of Science.” The science master may have faults and shortcomings, but it is no use expecting too much from him, and it may even be a sign of grace if he has *not* read the life of Pasteur! In a prefatory note the Board warns the reader that “they are not to be regarded as necessarily endorsing all the opinions and conclusions expressed in the report.” This may be some comfort to the science master whose school was visited.



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THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

Arranging the Machine.

Mr. Mander, whose eloquent address to the teachers at Margate has already been noticed in this journal, presided at the first meetings of the new Executive on 6th and 7th May. The first meetings after an annual conference are fully occupied in forming the various committees and advisory committees for carrying on the Union's many activities during the year. Some idea of the interests specially watched many be gathered from the fact that, apart from the main standing committees formed from members of the Executive only, there are no less than thirty special, sectional, and advisory committees, who report to the Executive and advise it on matters falling within their terms of reference. In addition to this internal activity on behalf of its members the Executive arranges for first hand information on the activities of outside bodies concerned with education. It elects representatives on all such bodies and in this way is always able to make sure the views and opinions of the National Union of Teachers are placed in a direct manner before them. There is scarcely any organized body whose work affects the schools or the teachers on which the Union is not represented.

Position of Carmarthenshire.

No one can accuse the Union of impatience at the delay of a settlement in the Carmarthenshire salaries case. It is now more than two years since Lord Burnham awarded Scale III to that area, but as yet, the Authority has done nothing to alter the pre-award conditions. Scale II is being paid in one part of the county and Scale III in another. There have been local conferences with the teachers and central conferences in Whitehall. Neither the one nor the other has effected anything. A second arbitration has been suggested! This of course has been refused by the teachers. The Board is strangely reluctant to step in and exercise its powers and the Authority will do nothing unless coerced. The Burnham Committee cannot leave things as they are. It must act—but how? There is only one remaining way and that is by making representations to the Board that the Carmarthenshire Authority is profiting by not adopting the awarded scale. If this fails, then, having exhausted every peaceful means of persuasion, the teachers must act alone. A mass meeting of the teachers in the area will have been held by the time this note appears, and after the meeting the Executive will take the necessary action to implement the decisions arrived at.

The Trade Union Bill.

Members of the N.U.T. have been asking whether the Union comes within the scope of the Trade Union Bill now before Parliament. It is impossible to say until the Bill has assumed its final form. At present, however, i.e., at the moment of writing, the Executive is advised the Union's status and activities are unaffected by any clause as drafted. The N.U.T. is not a Trade Union in the legal sense nor is it political in the usual acceptance of the term. Although it runs candidates for Parliament and has numbered M.P.'s among its permanent officials, it does so without political bias. It seeks to be represented in the counsels of each of the parties. Whether

the candidate is Conservative, as Sir Ernest Gray and the late Mr. C. W. Crook, or Liberal, as the late Sir James Yoxall, or Labour, as Mr. W. Cove, M.P., he may represent the teachers' views on education and be supported by the N.U.T. Further, the Union does not engage in sympathetic strikes, and participation in a general strike has never even entered the mind of any member of its Executive. Again, whenever teachers have found it necessary to withhold their services as a body they have never failed to observe to the full the terms of their contract with the Authority. Of course the Bill as amended *may* bring the N.U.T. within its scope. Its course through Parliament is being closely watched, and legal opinion will be obtained whenever necessary for the guidance of the Executive.

League of Nations and the Schools.

At the conference on "League of Nations" teaching in the schools to be held in June, teachers as such are not to be represented. Naturally the N.U.T. has asked "Why?" I am informed the conference is one representative of authorities and that the question to be decided is not the curriculum of the proposed teaching nor the methods of teaching to be employed, but simply the question of whether the principles of the League shall be taught at all. When this has been settled and—as everyone expects—"League" teaching is permitted, then will come the time for the admission of teachers to a further conference. Of course the Executive of the N.U.T. will ask for representation on this further conference and will endeavour to take part in the framing of a curriculum satisfactory to the teachers of the country.

The Training of Teachers for Rural Schools.

It will, perhaps, be remembered that on the committee set up to enquire and report on the Training of Teachers for Rural Schools no representative teachers were appointed. The decision not to appoint such teachers is to be regretted. The teachers' views, however, are to be submitted to the committee by representatives of the Executive, who will give evidence and supply witnesses.

A Staffing Difficulty.

It appears the schools of Merthyr are overstaffed! The authority's "establishment" is too large! Accordingly it has been decided to effect a reduction by dismissals. The question to be faced by the teachers is, who are to go, the teachers who have reached the minimum pension age or the younger teachers? The local difficulty has been referred to the Executive and a representative has been sent to the town to advise and report. It would appear that if some teachers must go those who are pensionable might reasonably be expected to offer to retire. The danger of the Authority *compelling* teachers of sixty years of age to retire should be avoided—the practice might spread.

Mr. Angus Roberts, member of the Executive, has been elected a member of the Durham Education Committee. Mr. Roberts is the Union's adopted candidate for Parliament in the Liberal interest.

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A NOTEWORTHY REUNION.

A gathering to which the overworked term "unique" may be applied in its strictest sense took place at Borough Road College, Isleworth, in the week-end after Easter. It was in honour of Mr. P. A. Barnett, who was Principal from 1888-1893. Some 100 men who were students and tutors under him during these years met at the college and pretended to be students once more under his charge. The youngest could not be under 52, though he looked 32. There was a great renewal of friendships, and college "chaff" began where it had left off thirty and more years ago. College routine was roughly followed, and the visitors took a keen pleasure in being exempt from some of the restrictions of their youth. The former Principal himself lit a pipe (after grace, of course), in the dining hall. With all the legitimate fun and pardonable sentiment, there was a serious side to the reunion. This was the recognition of what Mr. Barnett did not only for Borough Road but also for training colleges as a whole during his short reign. An address on vellum, beautifully illuminated by Mr. H. W. Donald, one of the students at the meeting, was given to Mr. Barnett: in it the pioneer work of Mr. Barnett in moving the college to the country from the old Borough, in instituting degree courses and "third years" and in liberalizing the life of the college generally was tersely described, and the gratitude, affection, and loyalty of the men who were under him were eloquently expressed. While he was still a civil servant, public recognition of his services could not be made, and their value was hardly known and appreciated as it should have been. The men who united to do him this honour, all school masters of experience, past and present, are competent to judge of them, as they are proud to have been associated with him in the enterprises which have borne such excellent fruit.

H.W.

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University of Toulouse. Holiday courses at Bagnères-de-Bigorre, July 20th to September 20th. This course includes excursions in the Pyrénées. There are elementary, intermediate, and advanced classes in French phonetics, grammar, literature, history, etc. Also a course in Spanish, and special classes for teachers only. Information from Prof. Marcel Rothschild, 32, Place Marcadieu, Tarbes, Hautes-Pyrénées, France.

SUMMER SCHOOLS (HOME).

There is a rich and varied provision of summer schools this year, both at home and abroad. The Kent Education Committee are holding the **ninth Folkestone Summer School for Teachers** from July 30th to August 27th, under the direction of Mr. T. Raymont, M.A. Particulars may be obtained from E. Salter Davies, Esq., Springfield, Maidstone, Kent. The **Oxford University Vacation Course in Education** will be held from August 1st to 27th. This is open to men and women, and is not confined to members of the University. Application should be made to the Director of Training, 15, Norham Gardens, Oxford. The **Froebel Society Summer School** is to be held at Grove House, Roehampton Lane, London, from July 28th to August 12th. Apply to the Secretary, Froebel Society, 4, Bloomsbury Square, W.C.1. The **English Folk Dance Society** hold a school at Buxton from July 30th to August 14th. Particulars from the Secretary, E.F.D.S., 107, Great Russell Street, W.C.1. The **Central School of Speech Training and Dramatic Art** will hold a Summer School of Speech Training in University College Annexe, Oxford, from July 25th to August 6th, and a Summer School of Drama in the Public Library, Stratford-on-Avon, from August 8th to 20th. Apply to the Registrar, Central School of Speech Training, Royal Albert Hall, S.W.7. The **Summer School of Spanish** is to be held this year at the University of Liverpool from July 28th to August 13th. Apply to the Secretary, Summer School of Spanish, The University, Liverpool. At Oxford will be held the **Sixth Annual Summer Course of Music Teaching**, under the direction of Major J. T. Bavin, from August 5th to 19th. Full information from the S.C. Federation of British Music Industries, 117, Great Portland Street, W.1. Mention should also be made of the **City of London Vacation Course**, which begins on July 28th and lasts for a fortnight. An attractive programme may be obtained from the Secretary, C.L.V.C., Montague House, Russell Square, W.C.1.

The **London School of Dalcroze Eurhythmics** holds a Summer School at St. Mary's Hall, Brighton, from August 2nd to 13th, presided over by M. Jaques-Dalcroze, of whom Professor Findlay says in his recent book that he is a genius comparable with Einstein. Details of the course may be obtained from The Dalcroze School, 23, Store Street, W.C.1.

A Summer School for Dramatic Art and Stage Production will be held at **Citizen House, Bath**, from July 30th to August 13th. Apply at once to the Secretary.

[The Editor of THE EDUCATION OUTLOOK will be glad to forward enquiries concerning any of the above-mentioned courses or to obtain particulars for readers on request.]

Vice the Vice-Chancellor.

Professor F. M. Stenton, of Reading University, has been appointed by the President of the Board of Education to the Departmental Committee on Training for Teachers in Rural Schools, in place of the Vice-Chancellor of Reading, who is prevented by pressure of work from continuing to serve.

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NEWS OF THE MONTH.

The Cost of Education.

In 1924-25 the average cost per child in public elementary schools was £11 13s. 3d. The Estimates for 1927-28 assume an expenditure of £11 14s. 5d. per unit of estimated average attendance. In 1923-24 the net cost was £11 5s. 9d. The average cost per head of the population was £1 17s. 9d. for the country as a whole; £2 10s. 10d. for London. The Board's estimates for 1925-26 give the expenditure per head of population as £1 18s. 8d. Comparable figures from the other countries are not easy to find, for elementary education does not mean the same everywhere. France, Prussia, Norway, and Belgium, for example, exclude medical inspection and treatment, and the education of defectives. The school medical service in France is not financed by the State.

The Married Women Bill.

The Married Women (Employment) Bill, 1927, drafted by Sir Henry Slesser, presented by Sir Robert Newman, and supported by Viscountess Astor, Mr. Briant, and Miss Bondfield, among others, had its first reading on February 11th. At its second reading it was rejected by 84 votes to 63. It proposed that "a woman shall not be refused employment or dismissed from employment by any Government Department or local authority or other public authority on the ground only that she is married or is about to be married." The National Union of Societies for Equal Citizenship, who originated the Bill, may regret the result, but it was far too comprehensive to make its fate uncertain.

Medals for Music.

The gold and silver medals awarded by the Associated Board of the Royal Academy and the Royal College of Music for honours in the Local Centre Examinations held in March and April last—the competitions are open to all candidates in the British Isles—were gained by the following: Gold Medals—Final Grade, Katherine H. Davis (Manchester), pianoforte, and Christina H. Collinge (Newcastle-upon-Tyne), violin, these two candidates being equal; Advanced Grade, James H. Phillips (Kingston-on-Thames), violoncello; Intermediate, Margery W. Smith (Bristol), pianoforte. Silver Medals—Final Grade, Nina L. Jones (Cardiff), pianoforte; Advanced Grade, Nora Richardson (Dublin), violin; Intermediate Grade, Gwendoline M. Browne (Kingston-on-Thames), pianoforte.

Travelling Scholarships.

Miss W. M. Caswell, B.Sc., senior science mistress of Withington Girls' School, Manchester, and Miss G. L. Whitaker, head mistress of the High School for Girls, Ribston Hall, Gloucester, have been awarded Walter Hines-Page Travelling Scholarships. The two Chautaugua Summer School Scholarships offered to British women teachers have been awarded by the Education Committee of the English-Speaking Union to Miss E. M. Stephen, M.A., English mistress of the George Watson Ladies' College, Edinburgh, and to Miss G. A. Hewer, assistant mistress of the Rhyl Street, London, County Council School.

Technology Research Scholarships.

A limited number of Research Scholarships in Technology (each worth not more than £100) will be awarded in July by the Municipal College of Technology, University of Manchester, where they will be tenable during 1927-8. Applications, on forms to be obtained from the Registrar of the College (with all information), must be received by July 6th next. The College offers facilities for research in mechanical engineering, electrical engineering, municipal and sanitary engineering, applied chemistry (textiles, dyestuffs, paper, metallurgy, brewing, etc.), photographic technology, printing, and industrial administration.

The last Acting Teachers' Certificate Exam.

The number of uncertificated teachers who sat for the Board's Certificate Examination last November was 3,579. Just over a quarter, 898, passed. Lord Eustace Percy informed Mr. Trevelyan, who asked the question in the House, that any candidate who failed may, on application, be informed as to the subjects in which his work was weak. The acting teachers' certificate examination was held for the last time in 1926. The preliminary examination will be held for the last time in 1928, as was announced in Circular 1372 of 1925.

A new Chair at Manchester.

An anonymous donor has offered £1,000 a year for five years to establish a research post in Manchester University to promote the study of post-war economic and social problems in England. The University Council have accepted, and have decided to appoint Professor Henry Clay (Stanley Jevons Professor of Political Economy and Cobden Lecturer since 1922) to the new chair of social economics for a period of five years from next September.

The Aims of Modern Language Teaching.

The Modern Language Association has appointed a Sub-Committee, under the chairmanship of Sir Stanley Leathes, "to define the aims of modern language teaching, with particular reference to the first three years of the school course in modern languages and to determine the conditions requisite to the attainment of those aims."

The Rural School Problem.

People living in towns hardly realize what the problem of the rural school means. Educationally, doubtless the sending of children to centralized larger schools is the sounder policy, but it entails undoubted hardships on the parents. Dorset Education Committee have 27 schools with an average attendance of 20—Turnworth has 11 pupils!—and are seeking to close them by degrees. The County Council oppose the proposal, or at any rate those members who are landowners or farmers. The prospect of saving the county £60 a year does not weigh with young Hodge's father and mother, who are faced with the prospect of providing mid-day meals at a school perhaps two miles away. According to one Dorset farmer, the first question asked by men who answer advertisements of jobs offered is: "Is the place near a school?"

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LITERARY SECTION.

BOOKS AND THE MAN.

Professor Findlay on Practice.

Professor Findlay has now completed the second and concluding part of his treatise on "The Foundations of Education." It is published in a handsome volume by the University of London Press at 10s. 6d. net. The first part—already reviewed in this column—treats of aims and organization, the present one is concerned with the practice of education. Rightly or wrongly, I find the second volume more attractive and interesting than the first. Education suffers overmuch from attempts to philosophize about it. We do better to treat it primarily as a form of activity. Mr. Cary Gilson, the distinguished head master of King Edward's School, Birmingham, recently reminded us that the average boy does not exist, and that in the form room a teacher is dealing with problems and personalities that are ever changing.

It is from this point of view that Professor Findlay writes on practice, treating each topic as a subject for enquiry rather than prescription and displaying a breadth of view which is the outcome of prolonged thought and careful observation. Some will hesitate to join him in praise of Esperanto, and others will deny that shorthand can be turned into a useful handmaid to humane studies, but in these, as in other points on which there is room for discussion, Professor Findlay gives reasons for his faith, leaving us free to accept them or not as we may choose. It is one of the great merits of his book that he makes no attempt to absolve us from the necessity of thinking about our own problems. Unlike the old text books on "method," his work does not suggest that it was inscribed on Mount Sinai.

In this judicial fashion he examines many vexed questions, such as co-education, the Freudian theory, the place of games, "self-government" in school, and the education of the young adolescent. I welcome his treatment of the topic of child labour. After pointing out that such labour is now superfluous as a contribution to the labour market, owing to the development of mechanical power, he warns us against rejoicing in a complete alienation of children from the common round of toil. Such alienation, he tells us, threatens disaster, both for individual development and for social welfare. "While the economic value of child labour can certainly be ruled out of account, the child (in all social classes) still needs to be a manual worker for a portion of his time day by day, on grounds derived from physiology and ethics rather than from economics." Such good sense will serve to counter some of the cant which attaches to the term "vocational study," and makes earnest people tremble at the thought of teaching anything which may be directly useful in a child's future occupation.

When, if ever, the teachers of England begin to assume a professional attitude towards their work these two volumes on the foundations of education will be widely read and discussed.

SELIM MILES.

REVIEWS.

English.

THE CARFAX BOOKS OF ENGLISH VERSE: A New Anthology for Schools in Eight Books: edited by Dr. Robert Jones and Florence Jones, B.Sc. (Junior Course, Books I and II, 10d.; Intermediate Books, III, IV, and V, 1s. and 1s. 3d.; Senior Books, VI, VII, and VIII, 1s. 6d., 1s. 9d., 2s.)

THE APPROACH TO POETRY: A companion volume to the Series for the use of Teachers. (1s.) (Sidgwick and Jackson, Ltd.)

The editors consider that single volume anthologies, however excellent (*e.g.*, The Golden Treasury), do not fit in well with school conditions, and that while not abandoning the "classical standard" as a principle of selection, they prefer to modify it by the addition of a secondary principle, *i.e.*, of liking or interest. Their method is to have regard for ages of development and to approach through interest and enjoyment . . . and to fit the child for poetry by first fitting poetry to the child.

We recommend to teachers—and particularly to non-specialists—the editors' suggestive and stimulating brochure entitled: "The Approach to Poetry." They admit here the existence of a superabundance of school anthologies, but we are of opinion that they have made out a case for the existence of yet another. These books cover, roughly, the ages 8—16, and the range is that of English verse in general—from Langland to poets now living.

On the whole we may safely say that we are not acquainted with a better series for the purpose, and we can recommend it with confidence.

French.

A BOOK OF FRENCH VERSE, collected by St. John Lucas. (Oxford University Press. 4s.)

This little book is, in effect, an abridgment of the Oxford Book of French Verse, by the same editor, presumably for scholastic or semi-scholastic purposes. The same remarks would apply to both, at least to this and to the later re-issues of that work. For instance, we deplore the complete exclusion of Arthur Rimbaud, who has by now, surely, taken his proper place in the poetry of France and all Europe, and the almost equally irritating exclusion of Jules Laforgue, who, at any rate, dying in 1887, has not the disadvantage of excessive propinquity. Then, of course, there can be no question of finding Mallarmé represented here. It is hardly to be expected, but a pity, for it would have been an interesting, and, even in 1926, rather courageous experiment to have reprinted at least one of the shorter, easier pieces, and seen whether it did not fit into the best of its surroundings astonishingly well—perhaps "Le vierge, le vivace et le bel aujourd'hui . . ." or the beautiful introductory poem, "Salut."

However, we can be glad that, in the newer collection, Mr. Lucas has been able to remedy the accidental exclusion of "Heredia" from his former anthology, with "Le Récif de Corail" and other more stylized verses. But why, why, against such a profusion of Chénier, are we allowed so very little of Baudelaire and, comparatively to his achievement, so few and such poor specimens of Verlaine?

PETER QUENNELL.

Mathematics.

ELEMENTS OF THE MATHEMATICAL THEORY OF LIMITS: by J. G. Leatham, Sc.D. (G. Bell and Sons, Ltd., 1925. Pp. viii+288. 14s. net.)

The author of this book, Dr. Leatham, who was a Fellow and Senior Bursar of St. John's College, Cambridge, died in March, 1923, while the book was still in manuscript. The task of its publication has been undertaken by Prof. Baker, of Cambridge, and Prof. Whittaker of Edinburgh, and they have carried their labours to a successful conclusion.

The importance of the theory of limits in advanced mathematics has long been recognized, and the author was a well-known worker in that field. He was also the inventor of the arrow notation for tendency to a limit which has now been universally adopted. The idea of this book was to gather up all the elementary portions of this subject into one volume, and

(Continued on page 228.)

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to treat them *ab initio* without the knowledge of any but the most elementary notions of algebra, geometry, and trigonometry. The author writes: "It is . . . my hope that the book will be of use to those at school no less than to junior university students." It can be recommended to those working for university scholarships, but, since the subject is apt to present difficulties the book should only be given to students under the direction of an experienced teacher. R.S.M.

Geography.

GEOGRAPHY FROM THE AIR: by E. M. Sanders. (Nelson and Sons, Ltd. 2s. 6d. net.)

This book is described as an introduction to general geography for junior pupils and we know of no better book for the purpose. It contains some sixty examples of air photographs, maps, and plans, so arranged as to show their relationship and to enable pupils to interpret maps for themselves. The placing of the map and air photograph side by side is an excellent idea, and the text explains in simple terms the meaning of the pictures and drawings. A series of excellent questions and measuring exercises accompanies each map. This book is one of the best examples we have seen of the application of new methods to the early teaching of geography, and it deserves to have great success. By permission of the publishers we are enabled to print examples of the pictures, which in their original form have the advantage of being printed on "art paper," and, in some instances, of being suitably coloured. At the low price of 2s. 6d. net, the book should have an extensive sale and those teachers who decide to use it will be well rewarded for their enterprise. M.E.R.

Chemistry.

ESSENTIALS OF VOLUMETRIC ANALYSIS: by H. W. Schimpf, M.D. 4th Edition, revised and enlarged by A. I. Done, Phar.D. (New York, John Wiley and Sons. London, Chapman and Hall, Ltd., 1926. Pp. xiv. + 370. 15s. net.)

The fourth edition of this book has been completely revised by Dr. Done in order to bring it into accord with the new United States Pharmacopœia, and is necessarily written for students of

pharmacy on the other side of the herring pond. English students would not be agreeably impressed by the American spelling and by the multitude of split infinitives. The reviser has not been as careful as he might have been. In his account of the dissociation theory he gives unit charge quite impartially to all ions, and when writing equations it is apparently immaterial whether the molecule of chlorine is written as Cl_2 , Cl_3 or Cl_4 . The statement is made that all gases expand or contract by $1/273$ of the volume for each centigrade degree of temperature increased or decreased. The reviser also seems to be quite at sea concerning the meaning of pH, confusing it with a dissociation constant.

In most cases the methods described seem to be satisfactory, and full experimental details are given. T.S.P.

QUANTITATIVE ANALYSIS: by D. B. Briggs, M.A., A.I.C. (London: Sidgwick and Jackson, Ltd., 1927. Pp. vi + 135. 3s. 6d.)

The first section of this book occupies some 37 pages and is entitled "Gravimetric Analysis." It really describes exercises such as may be included in a matriculation course in Practical Chemistry, e.g., simple crucible experiments, solubility determinations, experiments involving the measurement of the volume of a gas, determination of equivalent weights, etc. The second section occupies the remainder of the book and is concerned with "Volumetric Analysis, including acidimetry and alkalimetry, iodimetry, use of permanganate, dichromate, silver nitrate, etc. The author has achieved his aim, namely, the preparation of a series of experiments illustrating the main types of reactions involved in elementary analysis. The descriptions given are clear and accurate and are accompanied by short explanations and worked examples. T.S.P.

General.

THE WANDERING SCHOLARS: by Helen Waddell. (Constable and Co.)

To do justice to this book in the space here available would be impossible. One might as well try to deal in detail with Burton's "Anatomy." It is altogether admirable, considered as either a work of learning or of literary history. The author

(Continued on page 230.)

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set out to write an introduction to a book of translations from mediæval lyrics, but this has become, in fact, an account of the obstinate development of essential elements of "humanism" in spite of, and by the help of, the Church. The reviewer has marked almost every page for reference or quotation, but can do little more than advise adventurers to follow Miss Waddell joyfully on her voyage of discovery through almost uncharted seas. With the arresting story of Ausonius she begins her account of the early rivalry of Christian asceticism and the tradition of Paganism, and brings you to the *Ordo Vagorum*, so alien to the true spirit of cloistered virtue. There march through her pages, singing their songs and telling their stories, some "makers" and writers known both to scholar and plain man, and some hardly to the scholar, with Bede and Alcuin and Paulinus and Abelard, Maximian, Fortunatus, Walafrid, Strabo, St. Peter Damian, St. Fulbert, Sigebert of Liège, the Bernards, and the rest. One turns from the author's spirited English translations to the originals in the appendix, and is thankful for her (to most of us) *trouvailles*—for instance, the *Dum Dianæ Vitreo*, "the height of secular poetry," as the *Dies Iræ* is of sacred. You may, from another point of view, call Miss Waddell's book an illuminated history of the geographical course of mediæval European scholarship—South European, then Irish, then English, then at the court of Charlemagne, then the grand *δασσοπὸν* of Irish scholars and poets, the movement of literary life eastward, and so to eclipse or absorption. Incidentally—and yet what an incident it is!—the book is an impressive testimony to the nobility of mediæval Latin. Why do the schools neglect it, so near, not alone to our grammar and prosody, but also to our business and bosoms?

P.A.B.

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R.J.

EROS THE SLAYER: by Aino Kallas. (Jonathan Cape. 6s.)

Readers of fiction will not have forgotten the powerful tales of Esthonian life from the pen of Mme. Aino Kallas, which first appeared in an English dress in the pages of the *EDUCATION OUTLOOK*, and were later published in a volume entitled "The White Ship." These tales were of a delicate and exotic beauty and one or two of them won general recognition as masterpieces of their kind. Mme. Kallas' latest work, "Eros the Slayer," contains two stories, one of which, "The Rector of Reigi," has been awarded one of the five prizes of the Finnish Literary Society for the finest works published during the last three years. In this story and its companion, "Barbara von Tisenhusen," Mme. Kallas recreates the life of a past period, that of the seventeenth century, in Esthonia, with a sustained power and imaginative vision which entitle her to a high place among writers of historical fiction. She deals in both tales with a tragic theme, and in both displays a profound understanding of human nature and of the tortured motions of the soul under the stress of overwhelming passions. The narratives are deeply moving and at the same time of great psychological interest.

C.

TALES OF ACTION: Selected by V. H. Collins and H. A. Treble. (Clarendon Press. 2s.)

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NEWS FROM THE PUBLISHERS.

Messrs. A. and C. Black have just added to their well-known "Peeps" Series "Peeps at Children of Long Ago," by F. L. Bowman. It contains a series of short imaginative sketches of children through the ages, suggesting in an interesting fashion how the young folks of other days lived and played their games and shared in the labours of their parents. Twelve full-page illustrations add to the instructiveness of the volume.

A revised edition of the "Memorandum on the Teaching of English" issued by the Incorporated Association of Assistant Masters in Secondary Schools will be published by the **Cambridge Press** in July. The revision includes very considerable modifications of the original issue, and the revised memorandum is, in consequence of these and other additions, much larger than the Memorandum in its original form, and is an up-to-date summary of the methods of teaching used in our secondary schools. An important section deals with the reading and appreciation of English literature, and another treats *précis* exhaustively. School examinations are discussed and a new method of teaching composition through story-writing by the pupils has been added. The bibliography has been enlarged to double its former size.

Messrs. Harrap's have just issued their new Reference List of Educational and General Books with revised prices, from April 1st, 1927.

The University of London Press have just published Volume II of "The Foundations of Education," by Prof. J. J. Findlay, entitled "The Practice of Education." In this volume the author completes his survey of the field of education. The first volume handled problems of purpose and of organization such as concern alike the teacher and the general public. In this second volume we enter the school walls and examine in turn all the practical issues which are raised in the daily life of school children and of their teachers. The whole plan is arranged as a systematic study, but the style is conversational rather than academic and invites the reader to explore for himself the many avenues which present-day education opens up.

Messrs. Longmans, Green announce that they have in the press "A Political History of South Africa," by E. A. Walker, M.A., Professor of History in the University of Cape Town. This volume is a history of Africa south of the Zambesi from the time of the Portuguese discoveries to the fall of the Smuts' Ministry and the termination of the British South Africa Company's Charter in 1924. The emphasis is laid on the political history, but due attention is paid to constitutional and economic development.

"Essays and Essayists," compiled and edited by Henry Newbolt, with notes by G. E. Hollingsworth, M.A., is one of the prescribed books in English for the London matriculation examinations of 1929 and 1930, and by arrangement with Messrs. Thomas Nelson and Sons, **The University Tutorial Press** have just issued a specially annotated edition to meet the requirements of London matriculation candidates. At the same time the issue should provide schools with a complete text-book for the study of this particular form of literature.

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Addendum.—Mr. Humphrey Milford points out that Dakin's "Elements of General Zoology," published by the Oxford University Press, and favourably reviewed in our May number, meets the requirements of the Joint Matriculation Board Examination in Zoology, and of the School Certificate Examination in Nature Study. This adds to the usefulness of the excellent book.

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AND EDUCATIONAL TIMES

JULY, 1927

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.

Empire Education.

The Third Imperial Education Conference was opened by the Prince of Wales on June 21st. The gathering was arranged to last for three weeks, and the topics for discussion covered a very wide range. Two additional weeks will be devoted to visits to educational institutions and other direct experiences of the British school system. Those attending the Conference are official delegates from the Departments of Education in the States concerned, and the programme suggests that their deliberations will be largely directed towards securing some identity of purpose and great mutual understanding in the educational activities of the various parts of the British Commonwealth. It will be a great achievement if these aims can be accomplished, and especially if it is found possible to organize the various systems in such a manner as will promote real goodwill and sympathy, for by well-directed and purposeful educational effort it may be possible to justify the description of the British Commonwealth as a League of Nations working to promote world peace. To this end, however, it is neither necessary nor desirable to pursue any false ideal of uniformity. Our educational experiments in some Dominions have suffered from being based too closely on English practice with its over-emphasis on book-learning as distinct from practical studies.

The League of Nations and Schools.

The proposal to introduce into the school curriculum definite instruction concerning the League of Nations is one which it is not easy to criticize adversely without the risk of misunderstanding, but we must be on our guard lest by introducing this subject we lay ourselves open to the charge of turning the schools into places of political propaganda. Representatives of certain important organizations of teachers have issued a valuable memorandum pointing out that in this country the local authorities and teachers exercise freedom in the choice of school subjects and in the manner of teaching them. They agree that all children and young people should learn something of the aims and work of the League of Nations, the terms of the covenant, and the recent growth of international co-operation, but they point out that such knowledge should be linked up with such school subjects as history and geography, taught in such a way as to develop a sense of world citizenship. The history of England or of Scotland should be presented in its proper relation to the history of the world, and it is urged that teachers should have the opportunity of obtaining the special knowledge which is required for such teaching. The representatives deprecate any attempt to create a new subject with its own place in the time-table.

The Board's Suggestions.

On another page will be found a special review of the new edition of the Board of Education's "Handbook of Suggestions for the consideration of teachers and others concerned in the work of public elementary schools." This title is seemly and just, for nowhere in the book is there any attempt to dictate to teachers or to prescribe methods. The introductory chapter is extremely valuable, and should be read by all teachers, wherever they may be working. It sets forth in admirable fashion the right attitude of the teacher towards the pupil and gives many valuable hints on procedure, while carefully avoiding any commendation of certain more extreme systems that have been advocated during recent years. The later chapters of the volume deal with the treatment of the various subjects of the curriculum, and contain many interesting hints and suggestions, while an appendix on the treatment of backward children and one on the League of Nations are features of great value. Rightly used by teachers and by the Board's inspectors this book will be of immense service to education. The only danger is that it may become, in the hands of a weak teacher, a matter of prescription, and, in those of an ill-equipped inspector, an excuse for demands not suited to particular schools or to individual teachers. It is clear that the Board wish neither of these things.

Another Lost Cause.

Oxford has decided that it cannot endure the presence of more than one woman undergraduate to every four men. The reason adduced for this whimsical decision is that Oxford should be predominantly a university of men. It is difficult to see why the predominance should be fixed at four to one. If it is desirable to turn Oxford into a monastery, the right course would seem to be a return to the old conditions with resident bachelor fellows and no intrusion whatever of the feminine element. So long as the head mistresses of secondary schools for girls show their present preference for women who have been to Oxford or Cambridge, the Oxford edict will have the effect of tending to turn the women's colleges more and more into places of preparation for school mistresses. The standard of entrance, already very high in comparison with that of men's colleges, will tend to be further raised, with the result that college life and work for women will lack many of those elements which are found most valuable in the case of men. The effect of the Oxford decision upon the general education of girls remains to be seen, but we may hazard the guess that the present edict will not survive any attempt that may be made by a wealthy patron or patroness to establish and endow a new college for women at Oxford.

Alternative Courses in Secondary Schools.

Those teachers, and they are many, who feel dissatisfied with the existing first school examination will be interested in a pamphlet recently issued by the Education Department of the West Riding County Council, giving an account of a valuable experiment in providing alternative courses in secondary schools. The pamphlet gives a brief statement of the grounds on which it was felt that the institution of such courses was desirable where circumstances permitted. It is pointed out that the selection of children for full-time attendance at secondary schools is made at eleven or twelve years of age. The usual curriculum offered to them is mainly uniform in type, and leads to an examination which, in its chief features, resembles a university matriculation test, but an analysis of the examination results obtained by pupils leaving secondary schools at sixteen or later shows that only a little more than one-half of them reach the form from which the examination is taken, while only rather more than a third succeed in passing it. Enquiry shows that of those leaving the secondary school only about 5 per cent. proceed to universities and about 5 per cent. to non-university training colleges. Of the remaining 90 per cent. the great majority go into commercial or industrial life. Hence it is felt that during the period from eleven to fourteen in the secondary school the abilities of the pupils should be carefully noted, and for those who are not of "school certificate type" alternative courses should be provided.

Some Examples.

It has been found that where alternative courses, such as are referred to above, have been instituted pupils have gained fresh interest in their school work generally, and have grappled successfully not only with the new subjects, but with others also. The pamphlet gives examples drawn from schools in the West Riding and also from Tynemouth and West Hartlepool. Thus, the Morley Secondary School is a mixed school of 338 pupils. Three years ago a course in engineering was introduced to cover the third and fourth years of the normal four-year course. This has since been extended to include workshop practice in the fourth form and machine drawing with geometry in the sixth form. The subjects include workshop practice, mechanics, machine drawing, and geometry, and the course is intended to give as far as possible a knowledge of the science and technique of engineering. It is considered that the careful study of the craft and its underlying principles, together with the manual dexterity required, make for efficiency even if the pupil in later life adopts another calling. The course also gives some indication of fitness or otherwise for any occupation which requires ability to apply science in practice as well as a high degree of manual skill. At Keighley a school of 417 boys has a course in textile work with industrial art and engineering, while at Knaresborough special biology is taken with woodwork appropriate to a rural district.

Elementary School Tests.

It is gratifying to read the announcement that the Sheffield Education Committee will not insist on conducting an annual test of children in elementary schools of the city. The ordeal is to be intermitted for a time, although the present announcement does not promise a complete withdrawal and some members of the Committee were opposed even to the intermission. It is possible that the test has served a useful purpose, but only so far as weak teachers are concerned, by suggesting a standard of acquirement to be aimed at. It is wise to let this experience bear such fruit as it may instead of imposing on all teachers the annual test which was at one time proposed. The standards of performance in such subjects as reading, writing, and arithmetic should be as high as possible, consistent with due regard to the general educational welfare of the pupils. The danger of anything in the nature of a uniform annual test is that more important things may be sacrificed in the effort to please the examining body. It is comparatively easy to teach a child to read, to write, and to do simple arithmetic; it is extremely difficult to train him in the right use of the power he has gained thereby, and nothing could be more misleading than to judge the educational work of a school by the prowess of its pupils in these rudiments of knowledge.

Unemployment for Teachers.

The Committee of the Joint Six—the four Associations of Secondary School Teachers, the N.U.T., and the Association of Teachers in Technical Institutions—have been considering the effect of the Board's recent policy in regard to staffing. In a vigorous memorandum issued lately the Committee refer to an authority which was asked to reduce its outlay on staff by £1,000, while another was asked to dismiss seventy teachers. This line of policy is described as unfortunate, especially when considered in the light of the President's statement in Parliament concerning the number of young teachers who had not secured employment even after six months from the date of leaving college. The Committee decided that it would be failing in its duty if it did not take some steps to warn entrants of the possible risk of unemployment. The warning may serve to emphasize the Committee's view of the effects of the Board's policy, but on general grounds it is hardly wise to issue a notice of this kind, since it may tend to deter useful recruits. The most effectual warning is that furnished by the young people who are out of employment. Their plight is not unknown to their friends and former school-fellows. Meanwhile, Lord Eustace Percy seems to think it in no way unreasonable that newly-qualified teachers should wait for some months before obtaining a post. He would be justified in this if teaching were an ordinary occupation with no subsidies for recruits. As things are, every unemployed teacher represents a waste of public money.

Birthday Honours for Education.

Among the recipients of Birthday Honours are: Miss Emily Penrose, O.B.E., M.A., Hon.D.C.L., Hon.LL.D., late Principal of Somerville College, Oxford, who has been made D.B.E.; Mr. Robert F. Cholmeley, O.B.E., M.A., Head Master of Owen's School, Islington, who receives the C.B.E.

MINOR MEMORIES OF H.M.I.

The Board of Education has issued an exhaustive—and exhausting—report upon the teaching of English, to which is appended a list of 105 urgent suggestions, the conscientious and continuous fulfilment of which during a vast but indefinite number of years will, it is confidently hoped, result in the normal and natural use of “good English” in speech and writing from the gutter upwards and from the cradle to the grave.

A melancholy prospect.

In the year 1876 I was walking in a school playground during the recreation interval. By an ill—or possibly well—directed kick one of the boys displaced my tall hat with his football. Were this to happen again, when the hopes of the Committee have been fulfilled, the boy will doubtless speak thus: “I beg you, sir, to accept my sincere apologies for the inconvenience caused by my carelessness, and particularly for the injury—not, I trust, irreparable—sustained by your hat.” What the actual—and unregenerate—boy did say was: “Bill, that’s one for the gaffer’s canister!”

The dangers which lurk in higher education—the fostering of intellectual arrogance, and the consequent disturbance of domestic peace—are eloquently expressed in an appeal from a mother shown to me by the head mistress of a board school where “hygiene” was taught. The mother’s note ran thus: “Dear Miss,—Please don’t teach Mary nothing more about her innards; it makes her horty.” (Referred to the Committee.)

About six o’clock on a bitterly cold evening I was walking to join in a torchlight skating carnival on a large reservoir outside the city. In a lonely lane I came upon a man, hopelessly drunk, lying in the middle of the road. He was a mighty man, too heavy for me to lift. Fortunately, two young fellows came by at the moment, and between us we heaved him up and propped him into a sheltered corner of the hedge. Then one of the two poked him playfully, but by no means disrespectfully, in the ribs, as a parting encouragement, and said: “Why, gov’nor, you seem to have been a ’aving of yer lunch.”

Contemplate these few words. They recognize the man’s lapse; they convey reproach, but with exquisite delicacy; they are charged with charity with an understanding sympathy. And, when the man had recovered from his temporary ailment, and if he had heard them, they would leave his self-respect unimpaired; for they had expressed the belief that he had been the victim of an untoward accident, of a simple misunderstanding as to what would, and what would not, agree with him. (Referred to the Committee.)

During a long life I have received only two valentines. The first reached me when I was 23 years old. It was pleasingly amatory in tone, but otherwise unsatisfactory, for it failed to give the slightest hint as to the identity of the possibly “fair,” but certainly “inexpressive,” she. So I did not keep that one. The second, however, which greeted me when I was 43, and which was signed by a lady of about the same age, I keep and cherish.

She was the head mistress of a school upon which I had reported unfavourably; and her valentine, arriving duly on February 14th, ran thus: “2 Timothy, iv, 14. Alexander the coppersmith hath done me much injury: the Lord reward him according to his works.”

Berengaria—for such, you will see in a moment, must have been her name—was the newly-appointed mistress of a board school, and I wrote to say that I hoped to make her acquaintance very shortly. A few days later I received a reference from Whitehall enclosing her vehement complaint. It appeared that by a quite inexplicable lapse I had, instead of beginning my letter “Dear Miss So-and-So,” written in the third person, and against this official outrage she had protested to “My Lords,” much as Juno was wont to protest to Jupiter. The reference from “My Lords” simply said: “Please set this right.”

So next day I found myself in the Presence. Berengaria was tall and commanding, her figure was inclined to—you know the French word, and can doubtless pronounce it; her eyes were protuberant and austere; she had a full complexion, a strident voice, and a great command of language. I apologized for my quite unintentional violation of etiquette, and she made many remarks upon her duty to herself. I repeated my regrets, and she made many more remarks upon the same theme. After a prolonged interview I was dismissed shaken, but—with obvious reservations—pardoned.

As I left the school, somewhat depressed, I little thought—as little as Wordsworth with the daffodils—what joy the business had brought me. But of a sudden “my lungs began to crow like chanticleer,” for I recalled an ejaculation of Berengaria which had been obscured by my fight for life. She had closed the most regal of her protests with these words: “Me, too, who have taught the bluest blood in Brighton.”

If one wishes to hear amusing talk one must be in a third-class railway carriage, with third-class people like oneself.

I came back from London one Sunday evening with three others, who were, respectively, a publican, a “butty collier,” and a butcher—most delightful people. One had spent his London holiday walking the streets; another at Spurgeon’s Tabernacle; and the third at his favourite public-house. They were great friends, and all very humorous; sometimes the humour was the least bit full-blooded; sometimes quite unconscious. We were nearing Coventry when the one instance I offer occurred. The publican said to the “butty collier”: “Jack, d’you know Bill Roberts, o’ Walsall?” “Do I know Bill Roberts o’ Walsall? I should think I did; ’e’s the damndest rascal as ever stepped.” “Well, yes,” drawled the friend of Bill Roberts, “’e may be that; but, mark you, ’e’s a clippin’ preacher.”

A school board election had been held during the day on the old issue of religious or secular instruction in board schools, and the votes were being counted, when I went in to speak to one of the candidates. As I passed along the corridor I came upon a knot of men surrounding an earnest person who was inveighing—somewhat

belatedly, since the election was over—upon the iniquity of keeping the Bible and the Prayer Book from the "pore children."

Shortly afterwards I was one of the throng outside who were waiting for the declaration of the poll. This had evidently been reached, for the people were coming hastily and excitedly from the building. Among them was the orator of the corridor, showing signs of emotion. "Who's in, Jack?" called out one of his friends. "The Liberals, dammem to Hell," said Jack.

The Liberal majority on the School Board insisted upon the principle that religious instruction should not be placed upon the rates. Subject to this condition, however, they at length accepted a curious compromise, whereby accredited missionaries from various denominations were allowed access to the schools during the first half-hour in the morning.

This led to strange happenings.

I chanced to arrive at a school while this "go as you please" arrangement was in full swing. Looking from the hall into a classroom I beheld an unusual scene. An elderly missionary with a long white beard was waving a large and gamp-like umbrella over the heads of a very cheerful mob of boys of the street, whom he was at the same time addressing with much fervour. The boys were shouting, struggling, climbing on the desks, and, in general terms, playing the very deuce. And the air was thick with missiles. Wishing to understand these things, I asked the head master to ascertain the subject of the old gentleman's discourse and the function of the brandished umbrella. He came back to me spluttering, half with laughter, half with indignation. The umbrella, it appeared, was to obtain order; the subject was "deferred grace."

I have asked holy and eminent men of all the leading denominations what "deferred grace" is, but I have received no enlightenment.

I was a guest at a men's dinner given by the author of "John Inglesant," and was known to all of the others except one, who happened to be my neighbour at table. He was a kindly and courteous person, a colonel of sorts, brother to a former Mayor, who, in a speech advocating higher education, had rejoiced many of his hearers by a favourable reference to "those two great writers, Euclid and Algebra."

He had somehow got the impression that I was by way of being "literary"; and he suddenly startled me by saying—without any preliminaries—"What, Mr.—, do you think of Chaucer?" In my confusion I fell back upon the American's judgment—"A great poet, but he could not spell." In the most considerate manner he explained to me that, though my mistake was natural, I *was* mistaken in supposing that Chaucer was illiterate; that the spelling of his time was very different from that now current. It was a hard struggle, but I remained grave. Noting my subdued manner, and with a kindly wish to cover my obvious embarrassment, he gave me another chance. "Now, what do you think of Chaucer's style?" Again I was tongued-tied. So he added: "Compared, let us say, with that of Macaulay!"

This happened at a training college near the city. My business at the moment was to listen to lessons given by

students as part of the tests for certificates. The particular lesson was a reading lesson, and the passage contained the phrase: "A person of superhuman faculties." This, of course, required explanation, which was given by the student with much wealth of illustration. "And now, boys, I am sure you can tell me of some Being"—a reverent emphasis on the last word—"of whom you would say that He possessed 'superhuman faculties.'" A long silence followed. "Come, boys, surely you can tell me that!" At length one timid hand went up. "Well?" "Please, sir, the inspector."

I gave no sign; and for a few terrible moments the student, too, was silent. He didn't quite see his way. He was not sure as to how I might take any modification of this view. At length, in embarrassed tones, he said: "Well—yes—but that isn't quite what I meant." Then—brightly—"You would call God a person of superhuman faculties, wouldn't you?" "Yes, sir!" "Who is a person of superhuman faculties?" And the play ended upon a crashing chorus of "Gord."

At another college in the South of England I was seated by the lecturer. He was lecturing upon logic, and he was Scotch.

The audience was a mixed one of about a hundred students. On one side were the men, of the football class; on the other the maidens, earnest and demure. All were doing their best to look as if they understood what was being said, though evidently bored to extinction, and there seemed no chance of respite. As for myself—it was after lunch, and I was very drowsy.

Suddenly I was wide awake, stiffened to attention. I heard the lecturer say: "Now, by way of illustration of the argument, let us take two spoons."

"Spoons!"

Apprehension seized me, and was soon justified. For a few moments no open demonstration took place. But I noted a certain ominous mantling of visages, and an interchange of sideway glances across the room. Then one girl gave a hysterical giggle. And then, in a second, a gust of laughter, universal and uncontrolled—guffaws from the one side, shrill peals from the other,—rose to the roof.

How long this went on I don't know, for I escaped. But when, shortly afterwards, I met the lecturer, he said: "Can you tell me, Mr. Inspector, what you consider to have been the cause of that unusual merriment during my lecture?"

I have mentioned that he was Scotch.

The Unreal Board.

The Board of Education (which is composed of a President, the Lord President of the Council, His Majesty's principal Secretaries of State, the First Commissioner of His Majesty's Treasury, and the Chancellor of the Exchequer) is a Board which never meets. At any rate, Lord Eustace Percy informed Mr. Harris that he has no record of any meeting. The present Board was constituted by the Act of 1899.

The Leeds Girls' High School, founded in 1876, celebrated its jubilee last month. Mr. Hugh Lupton, Lord Mayor, a son of the first Vice-President of the Council of the School, distributed prizes and certificates.

MADAME GUIZOT.

By D. KERMODE PARR.



MADAME GUIZOT.

“For a punishment to be moral the child must not only understand it, but must accept it and co-operate in it.”

“To make of education a work isolated from the life of the community, something apart from ordinary human society and intercourse, is rather like certain proceedings of the chemical laboratory. It is all very well for the analysis of principles, but these can only be made useful by re-synthesis.”

These are not extracts from any professor's 1927 lectures on pedagogy. They are taken from a book published just over a hundred years ago, the “Letters on Education” of Madame Guizot, the wife of the great French historian and statesman. Madame Guizot's work seems to be almost unknown to-day, at least on this side of the channel. She is not mentioned in Foster Watson's “Encyclopædia of Education” nor in the reference works of Monroe; and until the other day the principal paper on her life and ideas in the British Museum reading-room had never had the leaves cut! Yet both her life and her work are full of interest.

Elisabeth Charlotte Pauline de Meulan, later Guizot, was born in Paris on the 2nd of November, 1773. Her father, who had been a man of affluence and position, died in poverty in the early days of the Revolution. It was to achieve independence and adequate resources that Mlle. de Meulan began to write. Her first pub-

lished work was a novel, “Les Contradictions,” which appeared in 1799. It was followed by others; but more noteworthy is the fact that the young writer was a pioneer woman journalist, working regularly for the periodical press. Some of this work shows her to have been a critic of originality and penetration.

Through her journalism romance came into her life. In 1807 she fell ill, and an anonymous young man wrote offering to keep her work going until she could resume it. The young man was François Guizot, who became her husband in April, 1812.

Madame Guizot collaborated in the short-lived *Annales de l'Éducation*, which Guizot founded in 1811; and in 1812 she published a volume of moral tales for children, “Les Enfants: Contes pour la jeunesse.” This enjoyed great popularity, and was followed by more in the same vein: “L'Écolier, ou Raoul et Victor” (1821); and the “Nouveaux Contes” (1823). These stories were the practical outcome of her ideas on education. Finally, she gathered these ideas into systematic form in the “Éducation domestique, ou Lettres de Famille sur l'Éducation,” which appeared in 1826. Madame Guizot died in the following year, 30th of July, 1827.

The two volumes of the “Lettres de Famille,” which are sometimes to be picked up in the “fourpenny box” of English booksellers, constitute her most important work. The form is agreeable and calculated to increase the appeal to the readers Madame Guizot had in view; parents anxious to take the best way in the education of their children. She imagines a family in several branches, the members of which exchange letters about their respective children and the problems they encounter from time to time in the matter of education. The style is always easy and agreeable, and often, especially in the description of the incidents, lively in its human sympathy. The most frequent procedure is to describe the latest effort in the way of conduct, or misconduct, on the part of one of the children, and then to discuss the problems and principles suggested by it.

Throughout, Madame Guizot is concerned with education within the home. Not that she is heedless of what is offered by the schools. She has read all the available writers on education—here and there we find acute criticism of some of them, especially Rousseau and Hannah More—and she has carefully considered the various types of school around her. She sums up incisively the failings of the contemporary boarding school; and while admitting the advantage and the necessity of attendance at a day school for the boy over ten or eleven, she comes to the conclusion that where it is possible the best place for the earlier part of education is in the home.

The direction of this home education needs constant study of the actions and psychology of the children, as well as careful consideration of the ends in view and the theory of the means to be adopted to attain those ends. Mme. Guizot insists on the necessity of vigilance in child study. “The actions of children often deceive us by their superficial resemblance to ours and we constantly go

—upon the order to direct
astray in trying to find in children, in or Book fro exist in
them, motives like those which we know ourselves."

At every stage of this home education, coercion. This ha is to
be avoided as much as possible. It is an active ra coming ther
than a passive obedience which Mme. Guizot desires in them son
children, and while she admits the occasional use of punishment, the motives and the methods are to be limited by the principle laid down in the quotation which figures at the beginning of this paper. Nothing recurs more frequently in the "Lettres de Famille" than the opposition to coercion in the training of children. "I have always thought," she remarks in one place, "that the absolute precept of implicit obedience, on which so much stress has been laid, was established much more for the benefit of the master than for the advantage of the child." And again: "Doesn't it seem to you a strange thing, my friend, that for centuries education has been a sort of system of hostilities against human nature, that to correct and to punish have become synonyms, and that all the talk has been of characters to be broken in, nature to be tamed, as though the matter in hand was to remove from children the nature God gave them, so as to substitute one according to the pattern of the institution?"

Much of Mme. Guizot's theory, which was so unorthodox and advanced in her own day, has become the commonplace of our twentieth-century practice; but there is much that is still only making its slow way into general acceptance or ordinary practice. Many a heated controversialist might learn something from her calmly reasoned discussion of religious education. In this she develops first the principle that "the duty . . . of a father to his son is to direct towards what he considers as truth those opinions which he is able to influence. But the only legitimate way of exercising that influence is to induce a free and healthy condition in the mind which he is in a position to control, so that it may recognize truth whenever it appears."

One more quotation may close these notes, demonstrating that Mme. Guizot was among the few who were urging a hundred years ago at least one of the things that many of us are hoping to see more widely adopted yet. "I have no desire to shorten his school life," she writes in the person of a mother speaking of her boy. "Apart from the moral benefit which I expect from keeping him thus occupied as long as I can, it seems to me absurd to end the scholastic career of a youth at the age when he is beginning to apply to it a developed intelligence. To finish his schooling at the age of fifteen is, I am sure, the way to make the time so far given to it entirely useless." It might have been written yesterday.

A FIRST BOOK OF HISTORICAL NOVELISTS: edited by W. Macpherson, M.A. (Bell and Sons, Ltd. 2s. 6d.).

This book contains, in a form very suitable for school reading, extracts from the novels of Lord Lytton and Harrison Ainsworth, passages from "Harold," "The Last of the Barons," "Windsor Castle," "The Tower of London," "The Star Chamber," and "Old St. Paul's" being given. The selections are sufficiently long and varied to give a good idea of the authors' style and treatment of historical fact, and, besides being in themselves interesting, should certainly have the effect of making most of those who study them wish to read more of these writers' works. The book is pleasantly illustrated, and exercises for class discussion are appended.

V.H.S.

PAINTING THE STAFF RED.

BY RUSTICUS MINIMUS.

It all began with Jones, who wallows in degrees and gathers hoods of wondrous shades of colour. But he was not satisfied; he had not a red one. "of wt happened that we were all assembled on the day before the winter term, for our head is a martinet and wants to hand every book in its place, every minute mapped out, and for every lesson allotted; so he brings us back a day ahead, no sid, in order to wind us up and make us synchronize with his plans and ideals. During the day Brown started the ball rolling. "I say, do you know that Jones is a doctor at last, a full-blown Ph.D.? Let's go and rag him." No sooner said than done. A score of lusty men banged on Jones's door, and started to roar: "Long live the doctor! Where's your surgery, Jones?"

When they were tired of chaffing, Jones was so kind as to explain how he got his degree. "It's so easy that you're regular dullers if you don't get it yourselves. You pick up a seed sort of pigeon-holes. Then you choose a subject. You decide to investigate the question whether red-haired boys are cleverer than black-haired ones. You draw up a questionnaire with such headings as age, colour of hair, form in school, place in form, standard of performance for several years in English, mathematics, languages, science, art, manual work. You get these nicely printed. Then you take your 'Schoolmasters' Year Book' and hunt out a dozen chums in various schools scattered about the country. You write and implore them to fill up the questionnaire for everybody in the school with red or black hair.

"When you have despatched the questionnaires, you hunt through the library for a few good books on anthropology, and procure a copy of a learned German work on 'The Influence of the colour of the hair on brain work.' In a few months the postman begins to stagger under the weight of the school post. As the forms return you put them in the pigeon-holes. The next holiday you go down to Mudfont-on-Sea, the deadliest hole you know, and there you digest your returns into a schedule. By poring over this diligently you light upon a principle undiscovered before. North of 53° N. latitude red-haired boys are cleverer than black-haired, while south the reverse holds good; you elaborate and support by reference to pointing out how the ability of the British increased by transferring red-haired north and black-haired boys to the south. It is nicely typed and send six copies to your doctor; then you send a copy of the substantial cheque to cover the cost of Aunt Maria, who is so proud of you that she has set to work in earnest, and on the next platform blushed like a peony.

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village School Mistress (continued).

January 15th (next year).

I am still weathering the storm on this wild mountain, and wonder how you are faring. You will be glad to hear that I have fairly civilized the people, and now am able to "commandeer" at pleasure. On November 29th the children gave a really elegant concert, which seemed to afford genuine pleasure to all. An improvement I may boast of, as on one occasion an inspector preferred to hear the wails of a dying pig to our dulcet melodies. We only got sewing materials (requisition) October 10th. At Christmas we made 12s. 6d. finished garments. At N— they only raised 12s. 5½d. more for their five times greater number. I have only fourteen girls altogether. With the proceeds of our concert we had a grand breaking-up Christmas party. Tree, masques, etc., etc. They had to write acceptances, which seemed to them most quaint and strange. Miss Fancy has pleasure—Miss Frolic will be pleased—Captain Cook will be delighted—Mrs. Fairy and daughter, etc.

In February we hope to have the lantern to review the concentric or eccentric or centrifugal period, which I called Tudor—quite wrongly. We do not do drill now. We have physical training (the L.E.A.'s system is a very lazy one); children are no longer instructed—it is the teachers who are instructed.

There has been no public worship in this place this year. I can understand now why rich men sometimes build a little gospel house of their own. If I were rich I should feel so inclined—i.e., if I remained here!

I had several nice parcels of books kindly sent me by friends. One posts me the *Spectator*, so I vegetate and browse. There seems no possibility whatever of obtaining better paid work now, nor increase of salary. So on £67 10s. I have wages to pay (£13, plus five meals a day), and to keep my sister and self—Gross, £77; house £7, super-annuation £2 8s., stamps 2s. (one each month to post receipt). My years of recorded service will be so few, I fear there will be no pension for me, whoever else may be benefited by compulsory deductions from my earnings.

The health of these children is wonderful. And I flatter myself it is because I look after them all day, and clean the floor about every month. I feel sure there is a definite moment when the dust becomes dangerous—at that physically distressed am I; hence ablutions. We have a new stove. I take in my thermometer and the temperature is now duly regulated. . . . This is the only school for miles round that has not in the last six years been closed for illness of teacher or scholars.

We have nature study (an inspector for same). The latest phase for the children has been "testing the properties of snow and ice" by sledding down the bank. After some weeks iron-bound we have just had the miracle.

I dare say I told you of my stereoscope. (Countryside flowers, nests, and animals.) It has been very much appreciated by parents (!) and scholars. My latest phase of composition is like this: What is a pinafore, a clog, a potato? At first, I got each definition: "Things wot yer . . ." But they have found it amusing to make some variety now.

My infants learnt the whole of "King Bruce of Scotland" to recite. One day the five-year-olds got the cards, and appeared to be reading fluently. The effect, however, was spoiled by one miserable, who said to his neighbour: "You've got yours wrong side up." So he had!

(Letters for two years are missing.)

February 2nd (two years later).

What a cycle lately here! One week the most extremely beautiful atmospheric effects I have ever seen. Snow roll after roll golden in the sunlight, pink and purple at sunset, greenish when the moon ascended; Venus making a most exquisite rising and setting; Mars I saw flash rubily. Then the comet has been seen here, but not by me. Après! Friday morning a blizzard. Teacher tried twice to reach the school, succeeded the second time, found five (strong lads) present! At noon the return was difficult—teacher sank in a snow wreath: lads helped her out.

Afternoon: impossible to face the millions of ice needles advancing.

Saturday: storm continued—Garrison's stores, meat, groceries, vegetables, all held up. Dinner arranged of tap roots and tubers with sauce; very good, too! Sunday revealed about two tons of ice meal at my door: work a necessity—paid man to cut me out! Windows all covered with a grey fleecy wrapping entirely blocking light. This was soon poked away: sun shone—no thaw. Monday, caretaker came to ask if the school fires were to be set on. Yes! certainly, to warm the room; teacher would come and see. Boys on the prowl hoped for a holiday, and enjoyed her struggles through the drifts, hoping she would give in. But finding a piece of good ground they exclaimed ruefully: "Oh, she's running." That meeting made nine. Then we rose to thirteen, seventeen, twenty on Tuesday afternoon.

After that came (an official from the L.E.A.). He asked question after question, never pausing for reply, except his own h'm, h'm, and in about fifteen minutes covered us all with obloquy as deep as Pelée covered St. Pierre with ashes. Teacher ventured to mention irregular attendance. "Let me look at the registers? I don't think you can say that." *Nil desperandum. Dum vivo, cano.*

THE POET AND THE PLAIN MAN

BY

LORD GORELL.

P.M.—I have no use for poetry and I never had.
At school I had to learn it—I am not one
To judge a thing unheard. But it never appealed:
It was all so far-fetched and it really has no
value.

P.—Things must be judged according to their
worth,

Beyond dispute, in heaven if not on earth.
But you love music—do explain to me
How that has value but not poetry.

P.M.—I can only say music soothes, interests,
and at times

Absorbs me: poetry does not. I suppose the truth
Is simply that I have some sense of music in me,
But no poetry: that is how I explain it.

P.—Truth is not simple. Are you married?

P.M. Yes.

P.—And do you love your wife?

P.M. God knows I bless

The day I found her.

P. Have you children?

P.M. Two.

Mischievous, merry little rascals.

P. And yet you

Declare you have no poetry? If you love,

Why, you have wings to lift you far above
The prosiness of life: and childhood wears
The livery that every poet bears.
But tell me further: in the nation's war
Did you go soldiering?

P.M. I did.

P. What for?

P.M.—What an odd question! England and the
King:

To down the bully and—er—that sort of thing.

P.—Is there no poetry there? Unrecognized,

The soul of ancient chivalry surprised
The unpoetic world: it lived in you.

You love your country?

P.M. Yes, of course I do!

P.—Who taught that love? The poet's heart,
asleep

In every man, eternally shall keep

That warmth of love alive. The chosen band
Of English poets who have hymned their land
In deathless beauty do no more than wake

The slumber of the human chords.

P.M. I take

Your meaning; and it is sound enough for those
Whose business poetry is. I stick to prose.

SONNETS FROM THE FRENCH

BY

GILBERT PASS.

I.

(After Félix Arvers.)

My soul a secret holds, and in my life
Is mystery. One moment love untold
Possessed my heart with passion uncontrolled,
And all unconscious she who caused this strife
Within me, though my mind be ever rife
With thoughts of her. My sufferings manifold
She knoweth not. Her image I enfold,
Yet dare not ask my love to be my wife.
For though God made her tender, pure, and sweet,
She hears no words of love as at her side
I go. Enwapt in austere duty's tasks
She knows not of the heart that longs to beat
With hers. Though filled with her these lines abide,
She reads, and "Who this woman is?" she asks.

II.

(After Pierre Corneille.)

You who pass by, pour on this tomb no tears,
Though precious to us all this funeral bed,
Where ashes of a body pure are spread:
For fruit of her earth's labour still appears,
Before Death claimed her now these many years
Her soul to the Creator had been led,
And though on earth she walked, her thoughts had sped
To God alone, beyond all mortal fears.

The poor folk more than she had riches known,
In humble sacrifice she had her joy,
And her last sigh was but a sigh of love.
O, passer-by, for such example shown,
No human tears at any time employ,
For one who dwells with God in heaven above.

FOLK SCHOOLS IN FINLAND.

RECENT DEVELOPMENTS.

Popular education in Finland has old roots. The first books in Finnish were printed in the fifteenth century, and literacy in the sixteenth century was so general that in 1686 the ecclesiastical law prescribed literacy as a condition of marriage. Schools were in the care of the clergy until 1858, when a modern folk school scheme was organized. Although, according to the old regulations, parents were bound under penalty to see that their children learned to read, school attendance for children was still voluntary. Modern obligatory study was organized only in 1920. The law now demands from all such knowledge and ability as is given in the common folk school. Attendance usually begins with the autumn term in the year during which the child attains seven years, and ends with the spring term in the year, during which the child attains thirteen years of age.

How folk instruction has developed in Finland since the introduction of obligatory schooling is shown thus:

	<i>Classes.</i>	<i>Pupils.</i>
1918-1919	1,259	37,704
1919-1920	1,294	42,350
1920-1921	1,335	43,456
1921-1922	1,368	44,313
1922-1923	1,359	43,200
1923-1924	1,394	43,317
1924-1925	1,352	41,842

It will be seen that the number of classes and pupils has varied little during the period and the development has not been steady. The number of classes was highest in 1923-1924. The number of pupils, however, was greater in 1921-1922, decreasing during the following years so that in 1924-1925 it was a little smaller than in 1919-1920. At first glance it may seem strange that the number of pupils has decreased. Following the school law one would have expected an increase. The phenomenon can partly be explained as a result of the famine years, with the consequent decrease in the birth-rate and increase in mortality. Some well-to-do working people have begun to send their children to preparatory schools and colleges. The influence of these factors is more strongly felt because school attendance in towns was already general even before the school law came into effect.

In examining the development of the folk school in the country since the school law was made, we arrive at the following:

	<i>Higher Folk Schools.</i>	<i>Lower Folk Schools.</i>
1918-1919	3,528	476
1919-1920	3,639	586
1920-1921	3,773	682
1921-1922	3,938	890
1922-1923	4,158	1,224
1923-1924	4,301	1,465
1924-1925	5,320	1,709

According to these figures, the law for compulsory schooling has caused a considerable increase of provincial folk schools. The number of higher folk schools has increased by 1,681 during the period and the number

of lower folk schools by 1,123. The preparatory folk schools have largely replaced the former church schools for little children. Of these schools there were 1,411 in 1919-1920, but only 869 in 1924-1925.

The number of pupils in the higher folk schools was, in 1924-1925, considerably larger than in 1919-1920, but during the last three years it has been diminishing. The number of pupils in the lower folk schools has been regularly increasing during the period, but if the number of pupils in the preparatory and the church schools are put together the total in 1924-1925 was 41,321 less than in the years 1919-1920, although the number of schools during that same period increased with 581. This decrease in the number of pupils is to be explained in the same way as that in the city folk schools. The year-series of children who were in the lower folk schools and in small children's schools in 1924-1925 were of the years 1917-1919, when the birth-rate in the country was exceptionally low, and the war period misery increased the number of deaths especially among little children.

Finally, let us survey how much money Finland pays yearly for the upkeep of its folk school institutions. The cost of town folk schools and the provincial higher folk schools during the period was:

	<i>Town Folk Schools.</i>	<i>Higher Provincial Folk Schools.</i>
1918	12.4 Million Fmks.	30.5 Million Fmks.
1921	46.8 " " "	144.4 " "
1924	66.7 " " "	217.8 " "

Because of the change in the value of the Finnish mark the above figures of different years are not proportional. Changed into dollars the expenses of the town folk schools in 1918 were 1.5 million dollars, and the expenses of the provincial higher folk schools 4.4 million dollars, or together 5.9 million dollars. In 1924 the expenses of town folk schools were 1.7 million dollars, and those of the provincial higher folk schools 5.5 million dollars, or together 7.2 million dollars. The expenses of the town folk schools in 1924 were thus 13.4 per cent. greater than in the year 1918. The expenses of the provincial higher folk schools had in the same period increased by 25 per cent. In 1924 of the expenses of the town folk schools 72.8 per cent. were paid from communal means, 25.1 per cent. from State means, and the rest or 2.1 per cent. from other income; whilst the expenses of the country higher folk schools during the same year, 48.8 per cent., were paid from communal means, 46.9 per cent. from State means, and the rest, 4.3 per cent., from other income.

The above figures show only the current yearly expenses of the folk schools. They do not show the burden which the folk school institution at the present time places on the Finnish State and communities in the form of capital invested, such as the building and furnishing of new school buildings. In the provinces especially the enforcing of the school law is a heavy burden, because of the investment of large amounts of capital.

LEGAL NOTES.

Teachers and the Trade Union Bill.

The only clause of the Trade Union Bill which would seem to have any interest for teachers as members of any associations is Clause 6 of Bill 111. There have been attempts, few in number, perhaps, but pernicious in influence, to make membership of the National Union of Teachers a condition of employment. The authorities who have sought to impose it have evidently viewed the N.U.T. as a Trade Union, like the Society of Carpenters or Bricklayers. In that view, of course, they are wrong, but would an error of this sort take them outside the prohibition of the clause referred to? It is now declared to be "unlawful for any local or other public authority to make it a condition of the employment of any person that he shall or shall not be a member of a Trade Union," or to make non-membership the ground for any disability or disadvantage as compared with other employees. "Any condition imposed in contravention of this section shall be void."

Does the Analogy Apply?

The fact that the National Union is not a Trade Union—a fact that even officials of the Union have not always grasped—would not, it is submitted, alter the position. Still, it is conceivable that some authority, despite the declared "unlawfulness" of such a condition, might impose it by astute enquiry, *sub rosa*, and the aggrieved candidate for employment would be hard put to it to seek a remedy, let alone redress. Apparently the only penalty laid on a public body who should endeavour to put such a clause in an agreement or imply it is the declaration that the conditions would be void. However, a hypothetical case of this sort must wait till it occurs in fact; anyone with the flair for legal contests could then proceed by way of injunction. One obvious answer to the argument from analogy would be that the N.U.T., not being a Trade Union, it is no more unlawful to make membership of it a condition of employment than it is to make inclusion on the Teachers Register such a condition.

Statutory Objects.

This is the only comment that suggests itself as an amendment to the statement of your correspondent that "the Executive is advised the Union's status is unaffected by any clause (of the Bill) as drafted." It may come as a surprise to some of your readers to learn that "the N.U.T. is not a Trade Union in the legal sense." So many seem to think it is. A union or society is a Trade Union either by virtue of its objects or by virtue of registration as such. The Trade Union Act Amendment Act of 1876 defines the term as meaning "any combination, whether temporary or permanent, for regulating the relations between masters and masters or between workmen and workmen, or between masters and men, or for imposing restrictive conditions on the conduct of any trade or business." These are the statutory objects referred to in the Trade Union Act of 1913. They must be the "Principal objects." Without these objects a society could be a Trade Union only if it were registered as such before 1913. The N.U.T. was not so registered, and unless its constitution were altered the Registrar of Friendly Societies is not likely to register it now.

LETTER TO THE EDITOR.

Women Teachers and Marriage.

SIR,

I agree with your correspondent, Miss Betts, that there are women who do not desire marriage. I have met many such, and they are usually interesting and cultured women. But throughout a fairly wide experience, I have found that these women are in the minority, and that most single women are not single from choice. A love of books and learning is by no means incompatible with a desire for marriage, as Miss Betts seems rather to imply, and a desire for independence, often strong in youth, usually takes its proper place soon after independence is won.

With regard to my first point, that men fight shy of women whose financial position is better than their own, I did not mean to suggest that, once in love, a man would be balked by so slight a cause, but that almost unconsciously many men would tend to avoid the society of such women and seek rather that of less fortunate maidens. If I used the word "domineering" as an epithet applicable to teachers, I was at fault—the word "omniscient" would perhaps have been more suitable.

Far be it from me to deny the childishness of parents, which indeed I have often found to verge on imbecility. But these people would probably be childish under any circumstances. My point was that the undue childishness of many teachers is an unnatural result of unnatural conditions.

Finally, I am sorry if the word "frustrated" was displeasing to your correspondent, but—rightly or wrongly, and however unbeautiful the theory—I hold that the chief object of this world and all that is in it is to reproduce itself—to what end, I know not.

Yours, etc.

PHYLLIS STONE.

The Burnham Reports.

Teachers and Authorities will welcome the issue of the three codified reports of the Standing Joint Committees on Salaries in Elementary, Secondary, and Technical and Art Schools. They give a great amount of useful information and are based on the Burnham awards of March, 1925.

An Eton Memorial.

To perpetuate the memory of the late Mr. A. H. E. Luxmore, Old Etonians have decided to maintain the garden in which during thirty years he almost daily worked to add to its charm and beauty. The land belongs to the Windsor Corporation, and a lease of it has been granted for 99 years at a rental of £32.

Mr. Nowel Smith has tendered his resignation as head master of Sherborne School, to take effect at Christmas.

BLUE BOOK SUMMARY.

The Board's Annual Report.

The Report of the Board of Education for the year 1925-26 is more than usually interesting, because more than usually important. The year in question was in a sense an epoch-making period, and some minor changes occurred then which have by now almost been forgotten. There was, for example, the arrival of Circular 1371, which stirred up controversy about grants. Though Circular 1371 was afterwards withdrawn, and excitement was assuaged, there is still an uncertainty as to what the outcome of the Board's searching after economy in the matter of grants is likely to be. The Economy (Miscellaneous Provisions) Act of 1926 really belongs to this period, though its effects are being felt now. Then there was the University of London Bill, enacted in December, 1926. But from the local authorities' standpoint, perhaps the most significant change of the year was the issue of revised grant regulations, which for the first time laid down in clear language the actual conditions upon compliance with which the payment of grant depends. For teachers this year saw instituted the Service Book. Changes were made or promised in the years old system of awarding teaching certificates. And this year, too, saw the reorganization of the inspectorate.

It is the first chapter of these reports that whets curiosity most. The headings of the other dozen or so follow more or less closely a stereotyped schedule (but Wales and Monmouthshire this year have a chapter all to themselves), but the Board, in its opening pages, always contrives to find some educational topic on which to write an essay. This time it is on "The Interchange of Teachers," and the chapter is a model of didactic arrangement. It tells us the history of the interchange scheme, the difficulties and how they are being overcome, and it sets out the advantages of experience overseas, both to teachers and schools. Did any of us need conversion on the point? This official report provides eloquent and convincing advocacy. "A system of interchange creates true missionaries, as disinterested as they are enthusiastic, who speak the things they know, and perform a service the value of which cannot be overestimated." One important agency, we are told, recorded an increase of 250 per cent. in their bookings for teachers bent on spending holidays on the Continent. That, of course, has nothing to do with any interchange system, but the Board confesses its belief in the power of such travel "to bring into the classroom a freshness, an atmosphere of reality, an interest in life, and a fund of general information which cannot fail to enliven the whole of the teaching." The Board, of course, does not administer the interchange scheme, which owes its origin largely to spontaneous voluntary effort, and is administered in this country by the League of the Empire. This League was founded in 1901, and the germ of the system seems to have sprung from the essay competitions it established and the correspondence it fostered between children in different parts of the Empire. The twenty pages of this chapter tell how the germ grew until it was encouraged and nurtured by the Imperial Education Conference of 1923. The

chapter is recommended for perusal, whether the reader is likely to venture overseas or not. It makes one realize that the Board of Education is really concerned about education and not merely about its statistics.

And this is not the only bit of the report that engenders such like sentiments. Chapter II is concerned with the elementary school, and gives an account of the Board's short courses for rural teachers. These were first instituted in 1919, and since that date 1,500 teachers have taken part in them. Instead of fashioning its successors on the 1919 experimental course on the Principles and Practice of Teaching, the Board decided, wisely, to adopt as the main interest of the courses a group of subjects which might seem to be fresh and novel to the country teacher and would extend to his choice a fairly wide field of study, and to which he might bring his own private preferences, attainments, and knowledge. The results of this interest in the rural teacher, "too often reduced to living upon his own capital—upon the stock of ideas and knowledge which he acquired in his early education at a secondary school or in a training college"—cannot be measured with any exactitude, but from such records and observations as the Board has been able to make during the last few years they have been unquestionably good—good for the teacher and good for his pupils. The mental and moral reinvigoration has had its effect on every part of the teacher's work, both in and out of school, and some remarkable changes have been observed, directly traceable to the stimulating contact with ideas and personalities from the outside world. This is not the place to record them. Let it suffice to say that local authorities themselves have learnt to appreciate what has been done in this way by the Board, and are beginning, some of them, to start courses of their own to supplement the necessarily limited number of places which the Board can offer in their own courses. It is evident that these two movements—the interchange of teachers living in different parts of the Empire and the awakening of interest in the lot of the teacher cast in our village schools—are fraught with possibilities for good in the education of the future.

There is another section of the report which justifies the description "epoch-making." Chapter VIII deals with the training of teachers, and a portion is devoted to the arrangements which are in course of making for their qualifying examination. Circular 1372 of December 11th, 1925, and the conference held in 1926 of representatives of the Universities, the Training Colleges, and the Board both belong to this year, and make a landmark in the story of the teacher's certificate.

* * * * *

Among other noteworthy official publications of the month is the Board's Memorandum on the Education Estimates, 1927 (Cmd. 2885), which gives "the fullest answer in brief compass to the question how the money voted by Parliament in aid of education in England and Wales is expended." Another recent publication of interest is No. 8 of the reports of the Adult Education Committee of the Board of Education on "Natural Science in Adult Education." These two must receive a longer notice next month.

THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

The most important matter considered by the Executive at its June meeting was the position of the Carmarthenshire teachers. It was reported that a mass meeting of all teachers in the service of the local authority had been held, and that the position had been fully explained. It was further reported that the teachers, with a full knowledge of what action the Executive might deem it necessary to take, had passed a resolution placing themselves unreservedly in the hands of that body. With this information before them, the Executive decided to take the usual steps preliminary to the tendering of the resignations of the teachers in the county. It need hardly be said that the Union does not enter upon this struggle with a light heart. It is now more than two years since Lord Burnham made the award which every local authority in the country except Carmarthenshire has accepted and put into operation. The teachers, acting on the advice of the Executive, have exercised unexampled patience. Every possible step which might have led to a peaceful settlement has been taken. Each has been disregarded by this obstinate authority. Even the President of the Board of Education has been flouted. There now remains nothing but the direct issue. It is impossible for the Union, in view of the next general salaries settlement, to stand aside while Carmarthenshire profits by refusing to adopt the one now in general operation.

The Towers Case.

As yet there have been no further developments in this case. Mr. John Towers, a certificated teacher, has had his certificate cancelled by the Board of Education for a purely technical offence, and is therefore prevented from again earning his living in the profession for which he was trained. The National Union of Teachers in conference at Margate, after listening to a full statement of all the known facts in connection with the case, held that he had been unjustly treated by the Board. Efforts have been made to persuade the President to reconsider his decision, but as yet without avail. So convinced is the Executive that Mr. Towers has been made to suffer a penalty out of all reasonable proportion to his error of judgment that it has agreed to sustain him pending a reconsideration of his case. The cancelling of a teacher's certificate is a very serious matter not only for the teacher concerned, but for the whole profession. In most cases the Board's action is not open to question, but in this case it undoubtedly is. If Mr. John Towers is a Registered Teacher the cancelling of his certificate, if approved by his colleagues in the profession, might entail the removal of his name from the Register. In any case, the Board's arbitrary power to deprive a teacher of his means of livelihood is a matter for careful consideration by the Teachers Council.

Compulsory Retirement at 60.

The Merthyr Local Education Authority, to which I referred last month, has finally decided to compel teachers who have reached the age of 60 years to retire on their pensions. The decision in Merthyr is apparently the result of local economic conditions, and hence

action by the Union had been somewhat weakened. What is to be feared is that other authorities not in such dire straits as Merthyr may copy its action in order to save a little money. Such action is indeed foreshadowed by the following motion tabled by the Coseley Education Committee for the annual conference of the Association of Education Committees: "That in the opinion of this conference the recognition of a teacher by the Board of Education for teaching service in a State-aided school should expire on the teacher attaining the age of sixty years, and that instructions be given to the Executive Committee to take such steps as they may consider advisable to secure the adoption of this policy by the Board of Education." It will be noted the terms of this resolution affect *all* teachers recognized for pension purposes. The policy outlined cannot be accepted by the Union and, if adopted by the Association of Education Committees, will be opposed.

An Autocratic Director.

As a result of attendance at the Annual Conference of the Parents' National Education Union, a representative of the N.U.T. reported that the Director of Education for Gloucestershire is so convinced that the syllabuses and methods advocated by the P.N.E.U. are the best possible that he is practically compelling all teachers serving under him to adopt them. Now the syllabuses and methods referred to may be all this director believes them to be. The N.U.T. expresses no opinion on them in this connection. Its concern in the matter is with their imposition on the teachers. The Union's policy is "Freedom for the Teacher," and certainly, unless a responsible teacher is free to frame his own syllabuses and adopt his own methods of teaching, he can scarcely claim membership of the profession. The Executive is making further enquiries into the educational conditions obtaining in the area concerned, and will advise members of the Union accordingly.

* * * * *

The President and Vice-President of the Union represented the N.U.T. at the German Teachers' Conference at Dusseldorf in June.

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Mr. Jackson (Vice-Chairman of the Salaries Committee) has been elected a member of the Burnham Reference Committee in place of Alderman Conway.

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Leeds University has conferred the degree of M.A. (Honoris Causa) on Mr. Fred Barraclough, ex-President of the Union.

* * * * *

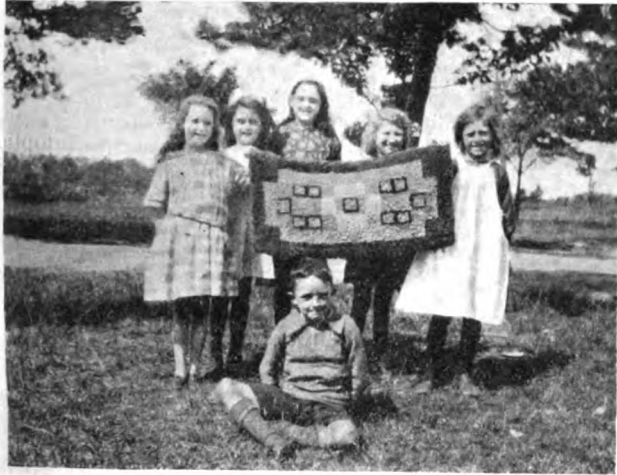
At its June meeting the Executive sent congratulations to Mrs. Burgwin, Mr. Cholmeley, Mr. H. W. Gunston, and other teachers on the inclusion of their names in His Majesty's Birthday Honours List.

SCHOOLCRAFT.

RUG-MAKING IN THE SPECIAL SCHOOL.

BY S. B. HARRIS.

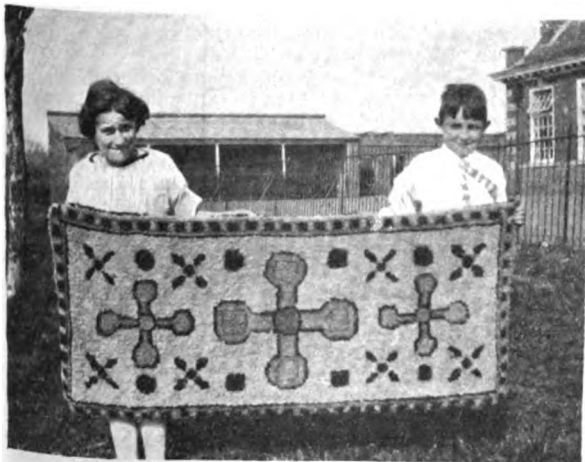
The drastic educational economy of the moment is felt greatly by the rural special schools where the number of children is small, but where the ages are extremely varied.



Stage 1.

The writer's school accommodates twenty-four mentally-defective children aged from seven to sixteen years, and her whole-time assistant teacher has been removed. The children are taught entirely by individual methods. Hence, in the matter of handwork, such forms are continued as will ensure that each child can occupy himself with a minimum of help from the teacher.

It is the purpose of this article to show how rug-making is taught in its various stages to children from about ten to fourteen years. (The age at which this work is undertaken is necessarily limited by the child's power of muscular co-ordination. Some of the children who are old in years are necessarily, by reason of poor co-ordination, unfit for the work.)



Stage 2.

MATERIALS.

The materials used are :

Rug Canvas (the chequered variety) in various widths.

Rug Gauges (for cutting wool).—These are bought in the 1-in. size, then about one-tenth of an inch is sawn off. This is a saving of the wool and produces a thicker closer pile on the rug, and the wool is still sufficiently long for the child to pull up easily.

Rug Hooks.—These may be had in three varieties : The plain hook resembling a crochet hook, the spring hook, and the latch hook. At first the children seem to work most easily with the plain hook. After considerable experience, they manage the latch hook and then work more quickly. With the spring hook they frequently break the canvas.



Stage 3.

Turkey Rug Wool.—The cheap variety which is on the market at 2s. 11d. per lb. has been found to give very good results, and should be durable. The writer has an agreement with a local fancy shop to supply this at 2s. 9d. per lb., and also to supply canvas at reduced prices.

One and three-quarter yards of canvas, the same of hessian for lining, and about 8-lbs. of wool are necessary to make a rug 27-in. by 54-in. This has been found to be a good saleable size. All the rugs made in the school are orders, and these orders are generally booked about a year in advance, so there is never lack of work, and the type of handwork has in its favour that it pays for

itself. If this were not so, the type of work would be too expensive to be undertaken.

Preparation of Canvas.—This has to be done by the teacher. The raw edges must be turned in and sewn before the child begins work. Otherwise the canvas frays and the work is useless. It is best to use thick crochet cotton (or star sylko), and sew with herringbone stitch. This is firm, and ensures that the blue lines of the canvas shall exactly coincide. This is important, since the child must work the first few rows each end through double canvas. He should always, when learning, be started on the single canvas, as the pulling up of the wool sufficiently tightly when through the double canvas needs practice.

THE MAKING OF THE RUGS.

This is divided into five stages :

Stage 1.—The child is given canvas about 12-in. by 27-in., two shades of Turkey rug wool, and a plain rug hook. He experiments on this small mat, learning to do the work, and turns out a mat with a border of one colour and centre of another.



Stage 4.

Stage 2.—The child now forms a pattern with different coloured squares. The pattern is directed by the teacher.

Stage 3.—The child now is given rug canvas on which a design has been drawn by the teacher in red and black ink.

METHOD OF DESIGNING.

This is done by placing canvas over pink blotting-paper (to show up the design) and drawing first with black pastel, pastel being used since it rubs out easily if incorrect. Then the pastel lines are painted in with a camel-hair paint brush and ink. A sketch of the rug is also drawn by the teacher on chequered paper and coloured. The child is then able to study his plan and fill in the pattern with the correct colours.

Stage 4.—This is the preliminary stage of chart reading. The child is given canvas and a chart (drawn by the teacher) of each particular form to be used in the rug. She then directs where each pattern is to be placed and in what colour ; the number of "stitches" being counted by the child from the chart.

Stage 5.—Children who have gone through the four stages, irrespective of age, are ready to work from such charts as are published by firms such as Messrs. Baldwin, "Best Way" Books, Messrs. Weldon, etc. These are obtainable for a few pence singly at any fancy shop, or are to be found in any rug-making books. It is best to paste the chart on a stout piece of cardboard, otherwise the excessive wear and tear is likely to obliterate the design before the rug is finished.

Children find it helpful to mark the place on the chart with a pin, moving it along in accordance with the number of stitches they put in.

In working from these charts, the children cannot work one design at a time. They have to work in lines and see the design grow gradually. No doubt normal children would grasp the idea of the design more easily.

In conclusion, it is advisable to warn against the wasting of wool. In the writer's earlier days of teaching rug-making a great deal of wool was wasted. The children dropped the small pieces on the floor, and when "clearing-up time" came it was thrown into the wastepaper basket. But now a method to prevent this has been adopted. A draper in the town kindly gave a collection of large cretonne patterns. These have been made into bags, and one has been assigned to each rug. Into this the children (and there are three or four working on each rug) put their wool after using. Nevertheless, there are still pieces left on the floor, and these are picked up and placed in a large bag hanging on the wall. A child will say, perhaps, "We haven't any more brown wool," and on being referred to the "odd bag" will find a good deal. He is then learning that it is worth while to save.

The rugs take some months to make, but the child does not find it wearisome as he is also working at other kinds of handwork, the rug-making occupying only a proportional amount of his time.

HOW BIRDS LIVE : by E. M. Nicholson. (Messrs. Williams and Norgate, Ltd. 3s. 6d. net.)

There is already a large number of books dealing with types of birds, their nests, and eggs. Unfortunately, such works are apt to become mere catalogues : the interested observer will see some bird hitherto unnoticed by him and will identify it from some book of reference, and will then feel thoroughly satisfied that he has added one more species to his collection of observations. It is probable that the collection of data is an essential part of any scientific study. But data are only useful in so far as they help to prove or to disprove theories. This excellent volume attempts to put before the intelligent layman some of the theories which have been put forward with a view to explaining the peculiarities of bird-life. Such topics as the relationship of birds to other forms of life, mortality among birds, the territory theory, communities, bird-song, courtship, bird migration, and the contrast between the life of large and small birds are admirably presented and discussed. There is throughout the whole book a delightful absence of dogma ; the reader is given a clear idea of the thoroughly scientific approach to the many problems connected with the subject, and he may draw his own conclusions. At the end of the book there are six appendices dealing with bird ecology, bird population, and other subjects. Special reference must be made to one appendix, which contains bibliographical notes. A book of this kind should encourage readers to pursue the subjects in greater detail, and those who are so encouraged will find the notes in this appendix most useful.

The book is well printed and well bound ; neither printing nor binding are extravagant, and the wealth of material contained between the covers is more than can be expected for the modest price of 3s. 6d.

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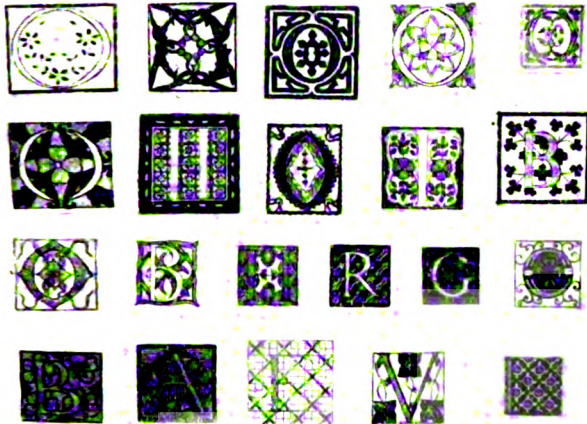
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similar course to the Assyrian. Our own alphabet is remotely derived from some such picture writing. It came to us from the Phœnicians, who first used it for keeping their trading accounts. Even now, it is said, some of the remoter tribes in the Sahara send their dyed skins to the market in Tripoli marked with the old signs.

Our earliest books were written in Latin by the monks, who beautified the page with illuminated initial letters and decorated borders. The Lindisfarne Gospels and the Book of Kells are typical examples. All sorts of influences have affected the designs and patterns used; Celtic, Byzantine, Greek, have all had their day. Hand



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writing of the North American Indians is fairly easily interpreted (there are two excellent examples in H. G. Wells' "Outline of History"). Egyptian hieroglyphics, the sacred picture writing of the priests, is difficult, being much further developed. The cuneiform writing of Assyria was pictographic at first, but as their writing was done with a stylus on clay realism was difficult. The pictograph was soon modified to a system of marks made on the clay with a wedge-shaped instrument. As these marks were very unlike the picture they represented it was comparatively easy to use the sound of the shape without thinking of the picture. The way was now open to combine these sound symbols in many new ways. It was the birth of writing and of literature. Chinese pictographs, drawn with a brush, followed a

he was a lady great and
splendid
was a minstrel in her hall
A warrior like a prince
attended
Slayed his steed by the
castle walls

Far had he fared to gaze
upon her
"O rest thee now, Sir
knight," she she said.
The warrior wooed, the
warrior won her:
In time of snowdrops they
were wed.
I made sweet music in
his honour,
And longed to strike
him dead.

Adult work.

binding and tooled leather covers completed the books, which were both costly and rare: not only because they were hand copied, but because of the disposition, not quite dead yet, to make a cult and mystery about such things, and thus gain an advantage over the generality of men.

Movable type and the advent of machinery, the cheapening of paper, and the spread of education have worked a revolution—a revolution not without casualties in the way of ugly type, inferior paper, poor margins, flimsy binding, etc. A book copied by hand had to be well copied, and worth copying.

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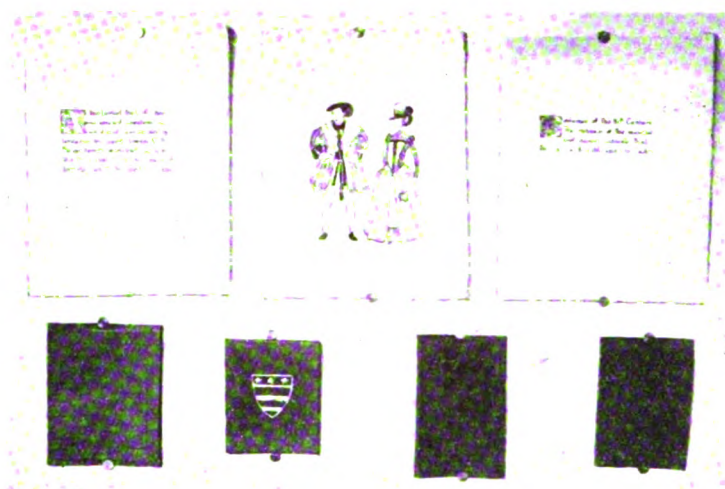
exercise at an early stage is the construction of monograms, from which the boys may prepare a stencil to use on some personal possession, while the girls may embroider theirs. Progress in pen writing is always slow, and a good formal hand is not usually acquired in the lower forms. But the introduction of illumination (12-13 years of age) stimulates interest and leads

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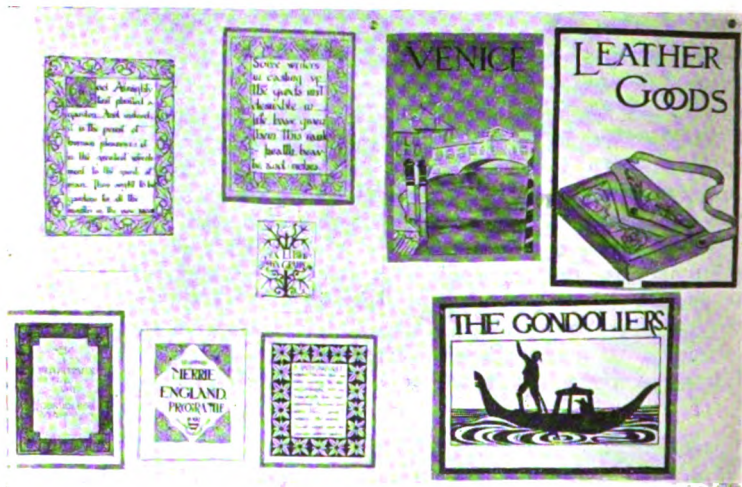
An extremely able and comprehensive book on lettering, which should find a place in every school reference library, is Edward Johnston's "Writing, Illuminating, and Lettering" (Batsford).



Work of children 14-16 years of age.

to improvement. At first isolated letters are illuminated by a simple diaper pattern, and when the colouring has been done gilding may be attempted. The materials required are: gold size, 6d. a gill from any paint merchant; transfer gold leaf, book of 24 sheets 2s. to 3s.; raising preparation, 1s. bottle (Reeves). The gold size should be applied to the part which is to be gilded, or, if the letter is to be in relief, raising preparation should first be applied to the required thickness, and then, when dry, size or white of egg should be applied. When the size is almost dry it should be breathed upon and the transfer gold leaf applied. This will come readily away from the paper to which it adheres. A soft brush may be used to brush away the surplus gold, and the edges of the letter finished off by means of a line. If the colour shows a tendency to "creep" off the gold the addition of a little ox-gall will cause it to adhere. If a pattern is painted on the gold body should be given to the colour by adding Chinese white.

Developing from this a short extract should be written, with an illuminated initial; this will be preparatory to the making of a book—an exercise suitable for children of 14-15 years of age. The book should consist of about half-a-dozen illustrations with corresponding quotations or descriptions. If desired, two or three children can collaborate on one book. A good deal of attention should be paid to the lay-out of the page, margins, etc., and when completed the book should be bound, in tooled



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Most healthy boys dislike the material found in the average history reader, and one must sympathize with the boys. The very presence of such books creates a dry-as-dust atmosphere which deadens the enthusiasm of the boys and the spirit of the teacher. No one can impart historical knowledge with such a limitation, for history is a living, vital subject; it needs an atmosphere pulsating with emotion and interest. Educationists are prone to sneer at the stories of Sexton Blake and other heroes of juvenile fiction, but the writers of such stuff never fail to capture the interest of the boys. If they can succeed with imaginative details, why cannot the historian succeed with his treatment of facts?

The trouble lies in the fact that history readers in the main are dubious contributors to the glorification of a long series of destructionists. Themselves experts on matters of destruction, boys get tired of the monotonous stories of wars, intrigues, and the rise and fall of thrones. History is living. Give the boys a story of some great constructionist, and they at once are changed into enthusiastic listeners.

In the hands of those to whom history is not a living subject, the history reader becomes an instrument of torture to the boys. The book is employed to cover the teacher's weakness; it is used to make boys learn history. As well attempt to teach an elephant to tread lightly. Boys cannot be taught to learn history; they can be taught to cram names and dates, but that is not learning history. The most a teacher of history dare expect from his boys is a willingness to *like* history.

Put all your books away, and talk to the boys as you never talked before. Let a heartfelt sympathy for mankind sweep over you and into your speech. Make the boys realize the terrific nobility and the dignity of early man's struggle, and the boys will hang on to your words. Reach their hearts and sympathies, and do not bother about their minds so much. Make the sense of wonder and the passion to understand and admire grow and develop within each boy who listens to you. The boys themselves will do the rest.

History is dull only when it is treated improperly. Then irrelevant thoughts enter the boyish minds, their attention wanders, and no amount of enforced labour will make them master the period thus abused. If a boy will not take to history voluntarily, compulsion will not make him do so. There is only one way to make a boy like history, and that is to interest him. Boys are individuals, therefore every boy has not the same interest in every period. Again, some boys have a natural gift of mental efficiency which others lack. So under no circumstances should compulsion be employed in the teaching of history. Find out why a boy is not interested, or admit that you are not qualified to teach him.

Keep to one phase per lesson, but treat that phase amply. Give the boys an opportunity to tell the story in their own words; the result will cheer you. Study each boy's effort carefully so that you may learn the points which make the greatest appeal to him, and utilize in your next lesson the knowledge so gained.

As the course progresses, keep to your humanistic theme. Man is the hero of history, not bishops and kings, save where they assist man in the erection of civilization. There is no phase in history where the theme cannot be vividly presented. Describe the story in simple language adorned with boyish ideas. Here is an example of how the French Revolution was introduced to one class of boys:

"Supposing the captain, boys, got hold of the cricket gear, and made the rest of you do all the fielding and bowling without an innings; what would you do?"

"Bump 'em, sir!"

"That is what the French peasants did with the aristocracy and Louis the king. Now supposing you saw some boys trying to punish some bullies, what would you do?"

"Help the boys to mob the bullies, sir!"

"Well, that is what the English wanted to do during the French Revolution."

Then the class went into details. Admittedly, their replies to the above questions were inelegant, but they were expressive, and the boys were better able to follow the story because it had been reduced to their level.

Boys revel in history when it is given to them in this manner. "It's not history," they will say; "it's a story." Or, to use their expression, "a fudge-up." It means hard work for the teacher and time given to the preparation of lessons, but it is amply rewarded by results. The teacher learns the mind of the boy and gains much valuable experimental knowledge of practical psychology.

To the boys a teacher of humanistic history is a big brother who can be trusted. They are never ashamed to show him their efforts to express themselves, nor are they self-conscious in his presence. He is their hero, and "he knows what he is talking about," for no matter how assiduously they may search their text-books they are unable to find the story detailed as he recounted it to them. Because of that they consider him to be superior to Shaw or Shakespeare, or, in extreme cases, Sexton Blake and Dixon Hawke.

Boys will betray their knowledge of a phase of history, or their lack of it, if the essay chosen to cover a period treated by the teacher is wrapped around one central figure. For instance, a boy will flounder aimlessly and half-heartedly through an essay on "Describe the social life of England during the Elizabethan period?" On the other hand, he will revel in an essay on "Burleigh made a bankrupt England prosperous. Can you prove this statement?"

A good teacher never teaches: he tells stories. The building of a non-State-owned navy during the years preceding 1588 becomes an epic to the boys if the teacher will soak himself in the atmosphere of the "Sea Hawk" and books of that type. Then he can grip the boys' interest by telling the story of the busy little hornets of the English Channel as a prelude to the historical details of the Armada. To teach history, don't; just get enthusiastic about it yourself, and the boys will do the rest.

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A Suggested Experimental Method.

By A. PRICE, B.Sc., F.I.C., L.C.P.

There is an elementary experiment in physics which those who practice it would be well advised to modify. It takes the definite form: "To find the weight of 1 cu. cm. of water." How far it is practised it is impossible to say; but as the experiment is in an elementary book which is very popular in certain educational institutions in an extensive district, it would appear that a large number of junior students do it. The directions require the student to fill a burette with water, take the reading, discharge about 40 cu. cm. into a tared beaker, read the burette, and weigh the beaker and contents. Then by dividing the weight of the water by the difference of the burette readings the student obtains "the weight of 1 cu. cm. of water."

I have never ventured to use this exercise, for I have always feared that someone will turn round and ask how he is to know that the burette delivers cu. cms.? As the student is presumed to have been taught what a centimetre is, he should, to perform the experiment rightly, measure the internal diameter of the burette and the distance between the two readings, and then calculate the volume. This is admittedly difficult, but it is required to make the experiment complete. It is unsatisfactory to give an elementary student a burette and tell him it delivers cu. cms. There never was any excuse for putting the experiment in the particular form, and there is less now. The litre was originally another name for a cubic decimetre. Now it is the volume occupied by one kilogram of water at its maximum density and under standard pressure. One-thousandth part of this volume is the millilitre, abbreviation ml. or mil. This volume of water at 15°C. balanced in air against brass weights weighs about 998 grams. The proper form of the exercise is "Does the burette deliver its supposed quantity between two stated marks?" If 10 and 20 be selected, and the water delivered at the usual working temperature weighs 9.98 grams, then the burette is correct between these marks. The exercise is capable of extension. It can be made to take such forms as "Does the pipette deliver 25 mls?" "Is 250 mls the capacity of the flask at working temperature?" "Given the flask, place a mark upon it where it holds 100 mls." And so on.

With balances kept in good order elementary students soon perform these experiments with a reasonable degree of accuracy. Knowing the definition of the litre and having been shown that water expands when heated, they quickly realize why one litre of water at 15°C. weighs less than one kilogram. The explanation about the brass weights can come a little later. These experiments put the use of vessels of capacity in the right light, teaches how they are graduated, and introduces the student to the nature of errors of experiment and corrections. If a student finds that his result does not agree with the vessel, has he confidence in his work to say that he is right and the vessel wrong? The teacher will find it convenient to have a few incorrectly graduated vessels for the purpose.

A NATURE STUDY RECORD.

We have received from His Master's Voice Gramophone Company a record—Catalogue No. B-2469—which contains two recordings of unique interest. One is entitled, "Down in an old world garden," and was made in Miss Beatrice Harrison's garden at Oxford in Surrey on a May morning at daybreak. Those who are interested in bird-song will be able to identify the parts played by individual singers and no one can fail to marvel at the beauty of this remarkable record. The illusion of reality is almost unbelievable: the merry chirpings of our English wild birds has a fascination all its own, and we listen in wonder to the songs of thrush, blackbird, robin, and many others. Suddenly we hear a cock crowing in the distance. This adds the note of triumph to the record. Were it not for the fact that we know the familiar sound to be a reproduction we could believe that in the distance a proud and gaily-feathered bird was hailing the dawn.

On the reverse side of the same record is the song of a nightingale singing alone. This record was made in natural surroundings and gives a most life-like reproduction of the song of our most versatile song-bird. It is difficult for human beings to judge a record impartially: they cannot forget that they are hearing a reproduction. It may interest readers to know of the result produced by this remarkable record upon a small and intelligent terrier. As soon as the song began the dog pricked up his ears and seemed greatly interested. Later, when a faint sound of a dog barking (which adds an almost uncanny effect of realism to the record) was heard, the dog showed even greater interest and appeared generally bewildered. It should be added that this dog's musical education has not been neglected: he has heard the gramophone many times and has long since ceased to show any interest in ordinary musical items. His very peculiar behaviour during the playing of "Nightingales" is therefore all the more remarkable, and we think bears eloquent witness to the faithfulness of reproduction.

J.R.

An Opening for Craftsmen.

For those who have any aptitude and liking for teaching, a chance of finding interesting employment seems to be offered by the shortage of handicraft teachers. The Board will give temporary recognition for, say, three years to a person over 18 who passes the City and Guilds of London Institute's new first handicraft examination if the local education authority applies for it. During this probationary period the skilled workman will receive a rate of wages perhaps not much less than he might have received as a member of a trade union. On passing the new second examination and becoming a recognized teacher of handicraft his pay will be that of a certificated teacher. A fuller account of the scheme can be obtained from the Board's recent Circular 1389. The possibility of obtaining a permanent job with pension rights as well is one which in these days of unemployment among craftsmen in wood and iron is not one to be overlooked.

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NEWS OF THE MONTH.

One Stage Nearer.

On June 7th the Prince of Wales laid the foundation-stone of a new block of buildings for the University College of the South-West at Reed Hall, Exeter. The ceremony marks a further stage in the progress towards the future University. The Appeal Fund has received the splendid addition of £25,000 from Lord Glanely.

The Newdigate Prize.

Miss Gertrude E. Trevelyan, of Lady Margaret Hall, has won the distinction of being the first woman to be awarded the Newdigate Prize for English verse at Oxford. She is said to have sent in her effort as a joke! A correspondent in the *Morning Post*, however, recalls that this is not the first occasion a woman has beaten her male rivals. Miss Rachael Burton in 1810—though he is not sure of the date—eldest daughter of the Canon of Christ Church and Chaplain to George III and George IV, sent in a poem which was chosen as deserving the first prize. Her sex, however, disqualified her for the award.

An Information Clearing House.

The Association of Special Libraries and Information Bureaux is not a central repository of information, but a channel through which its members may be put into direct touch with the appropriate source. Professional men, as well as business men, are often hindered from making use of the stores of knowledge in existence through not being familiar with their locations, and the new association will be able to act as guide, as it were, to this field of special libraries. Though the new Association was not actually inaugurated before March, 1926, a directory of specialized information in Great Britain and Ireland is being prepared under the editorship of Mr. G. F. Barwick, late Keeper of Printed Books at the British Museum, and will be ready in September. It will be arranged alphabetically under: (1) subjects and (2) locations, and ought to prove of signal service to enquirers. Intending members should communicate with Mr. G. W. Keeling, B.A., at 38, Bloomsbury Square, London, W.C. 1.

The League and the Schools.

The Conference of Education Authorities at Caxton Hall last month listened to Sir Henry Hadow's timely address on "The Place of Music in Education," and also to Sir George Lunn's eloquent speech on the League of Nations. The 600 representatives who were present unanimously carried a motion that local authorities should receive a report of the proceedings of the conference "in order that they may consider the matter further in consultation with the teaching profession."

Sixpence a Year for a Mayor.

The histories of some of our schools turn up some curious antiquarian items. The Mayor of Nottingham, it seems, receives annually on June 16th sixpence, and the Aldermen fourpence each, as well as some bread and cheese and ale, under the will of Dame Agnes Mellers, the founder of Nottingham High School in 1513. She directed that an obit for herself and husband should be kept at the Parish of St. Mary's, and left 20 shillings a year for the purpose. Mr. J. H. Freckingham, the Mayor, and his Aldermen were duly paid these sums this June.

An International Council of English.

An International Conference on English met at the Royal Society of Literature in Bloomsbury Square to discuss and inaugurate an International Council of English to "determine the facts as to disputed usages and other questions of language and to give the results of its investigations the widest publicity." A committee of six has been formed, the British members of which are Sir Henry Newbolt, Sir Israel Gollancz, and Mr. John C. Bailey. The conference was presided over by Lord Balfour. Mr. Bernard Shaw, in order to prove the complexity of their problem, said he had looked up the number of dialects of England, Scotland, and Wales. There were 42,767,500 of them. But what has happened to the odd 30 there were in 1921?

Studentships for Germans.

The Anglo-German Academic Board is endeavouring to raise funds to provide free places and maintenance for six German students in English Universities selected by the Akademischer Austauschdienst of Berlin. This will require at least £750, towards which the Rhodes Trustees have generously promised an annual grant to the Board for three years. Last year Dr. Werner Picht, Director of the Austauschdienst, was able to offer six studentships for English graduates, tenable at certain German Universities, and five others have already been selected by the Board for this year, one each from Oxford, Cambridge, and Bristol, and two from London. A free place has been offered by the School of Economics and the Armstrong College, and a German student has already joined the first-named institution. The enquiries of all interested should be sent to Mr. A. E. Twentyman, Hon. Secretary of the Board, at 16, Russell Square, London, W.C. 1.

The only Justification.

Lord Eustace Percy laid the foundation-stone of the new Brownhills Secondary School for Girls at Stoke-on-Trent last month. Talking of grants, he said that if the Government came forward with any proposal for a substitution of a block grant for the present percentage grant it would certainly not be based upon the actual average expenditure of the last five years. The only justification for a permanent block grant proposal was that a grant directly proportionate to expenditure was a less good system than one which took into full account the relative wealth or poverty of the local areas in which the grant was given.

Help for the Blind.

Over 1,700 volumes in Braille, many of them handwritten, have been sent from Oxford to swell the Library of the Blind in Tufton Street, Westminster. They are the work of a small body of voluntary workers, whose aim has been to produce the books required by students in classics, English, literature, law, and theology. Miss Julia Wickham, who before her death had written 150 volumes in Braille, adapted it to the old forms of Anglo-Saxon and Gothic. When she died a fund was set up in her honour for making classical books in Braille for blind students. Oxford has two blind dons, Mr. T. H. Tylor (Vinerian Law Lecturer at Balliol) and Mr. E. Dowdell (Economics Tutor at Worcester College).

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Thomas Love Peacock made *Dr. Opimian* speak thus in 1860, ten years before school boards were known. If the Rev. Doctor has found the destiny which befits his earthly office we can picture him parading the Elysian Fields and chuckling with self-congratulation as he reflects on his good fortune in having escaped the later additions to his predominating scale. Those of us who are constrained for any reason to read books on pedagogy often find ourselves fobbed off with a dish of bubble and squeak when we had looked for solid and satisfying fare.

Meanwhile, the work of teaching goes forward somehow in countless classrooms peopled by youngsters who often elude classification. It can never become entirely a matter of prescription or of routine, and in the degree to which it does this, by so much does it lose interest and vitality for teacher and pupil alike. It was an intuitive perception of this which led our *Rev. Dr. Opimian* to suspect the science of pantopragmatics—"a real art of talking about an imaginary sort of teaching every man his own business, one enormous bore prating about jurisprudence, another about statistics, another about education."

It is a relief to turn from our pedagogical pantopragmatists to the dispassionate "Suggestions for the Consideration of Teachers and others concerned in the work of Elementary Schools," lately issued as a new volume by the Board of Education and obtainable from the Stationery Office for the modest sum of two shillings. There are no authors named on the title-page, but we are informed in the preface that the book is an attempt to bring together a body of opinion and practical experience of which it is hoped teachers will take advantage as their opportunities permit. We are reminded that the volume contains suggestions only, that these are to be regarded as a challenge to independent thought and not as regulations or an incitement to uniformity of method. Accepting the challenge, I confess that the suggestions strike me as uniformly good. There are parts which are less good and less stimulating than others, but the effect of the whole is to induce a feeling of respectful gratitude to the Board and to the compilers of the book.

Best of all is the evident desire to provoke independent thought rather than submerge it under advice or authority. With this note so much in evidence I should not greatly mind if the reading of this volume were prescribed as a necessary part of a teacher's annual labours. If the whole 450 pages were held to be too great a burden then I should be content if everybody assimilated the first 62 pages. In this introductory section will be found hints and suggestions which apply to every type of teaching work.

SELIM MILES.

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(Continued on page 266.)



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German.

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This book, founded on the direct method, contains thirty-five lessons, of well-varied subject-matter, advancing from the concrete to the abstract—from "The Cat" to "The League of Nations." Each lesson has two to three pages of questions in good idiomatic German, introducing common vocabularies and phrases. There follow again two to three pages of exercises of the usual grammar-gymnastics type. Lastly there is a theme for a piece of free composition. This is good little book, but in spite of the sanguine assertion in a foreword by Mr. Craddock-Watson that the question of the direct method in the teaching of modern languages has long been decided and the consequent implication that all languages teachers are fully acquainted with it, a preface by the author, setting forth the way in which he employs his material, would have been welcome.
J.S.H.

A MODERN GERMAN GRAMMAR: by Peter Hagboldt and F. W. Kaufmann. (9s. 3d.)

INDUCTIVE READINGS IN GERMAN. (University of Chicago Press. 6s. 3d.)

These two volumes are intended for the use of adult students. The "Modern German Grammar" (109 large octavo pages) presents "the minimum essentials, inductively." Every lesson consists of two parts. The first contains sentences, later continuous prose, to be read and explained to the class and then repeated by them in chorus; more words, word groups, and sentences, illustrating grammar points; exercises and questions in English on the grammar; finally, a reference to a piece of verse or prose in the "Inductive Readings." Part II consists of questions based on the text of Part I; a number of direct method exercises and a subject for free composition. At the end of the book are a short grammar appendix and vocabularies. The authors have aimed at a synthesis of the best features of the various methods of teaching languages. They are to be congratulated on realizing that even for the adult student interesting subject-matter is a considerable aid to learning.
J.S.H.

SIEGFRIED UND WALTHARI: prepared by A. J. Story.

ROSSEGER NOVELLEN: prepared by A. W. Watson. (Dent. 1s. 9d. each.)

To these first two volumes of a series of "Treasures of German Literature" we extend a hearty welcome. Their print and binding are so attractive that it is only the exercises and vocabularies at the back that make us realize that they are school books! The text is unobtrusively divided into sections, to which correspond a number of questions and the usual type of exercises, all in the foreign language. To suit the needs of the "Direct Methodist" the leaves containing the vocabularies are detachable.
J.S.H.

BEIHEFT ZUR FRANZÖSISCHEN LAUTTAFEL: by Dr. Paul Menzerath (R.M.I.).

BEIHEFT ZUR DEUTSCHEN LAUTTAFEL: by Dr. Paul Menzerath (R.M. 75).

Two brochures, of twenty-seven and eleven pages respectively, dealing concisely and lucidly with the phonetics of the two languages. Each has a good diagram of the vocal organs

and a small reproduction in three colours of a phonetic wall sound chart. To be recommended to the serious student with a good knowledge of the technical language of phonetics.
J.S.H.

Mathematics.

ELEMENTARY ARITHMETIC: by W. G. Borchardt. (Rivington. 3s.)

This book contains over 250 pages of good examples from the beginning of arithmetic up to unitary method and simple interest.
E.F.S.

THE LIGHTNING GRAPHS: Series I (General): by I. S. Dalgleish, A.M.I.E.E. (Crosby, Lockwood, and Son. 5s.)

Each of these graphs illustrates some equation, such as $m\sqrt{a} = d$; and, given all but one constant in the equation, the unknown can be found by using a straight edge, such as the edge of a ruler. The graph mentioned thus performs the function of a table of roots, but is in a more convenient form. Among other equations illustrated are $a^2 = b^2 + c^2$, $uv = 1$ and $v = ex$. E.F.S.

PLANE TRIGONOMETRY FOR SECONDARY SCHOOLS: Part I: by Charles Davison, Sc.D. (C.U. Press. 4s. 6d.)

This first part carries the student up to the properties of circles external to quadrilaterals. It is a good book written at just that length required in secondary schools.
E.F.S.

Science.

CHAPTERS IN NATURAL HISTORY: by Henry Baker Tristram, LL.D., F.R.S.

PIONEERS OF INVENTION: by William and Stella Nida.

EPISODES FROM BATTLES WITH GIANT FISH: by F. A. Mitchell Hedges, F.L.S., F.Z.S.

MEN OF SCIENCE AND THEIR DISCOVERIES: by William and Stella Nida.

CHAPTERS FROM EVERYDAY DOINGS, OF INSECTS: by Evelyn Cheesman, F.E.S., F.Z.S.

These are the titles of five of the first volumes of an excellent series published by George Harrap and Co., Ltd., and known as "Harrap's Readers of To-day." Each volume costs one shilling and sixpence.

The first volume is the work of a man of high academic qualifications. This alone might tend to frighten the amateur naturalist who is anxious to know more about his subject, but has not had the opportunity of studying it from the rather technical aspect. This little volume, which contains chapters on bees, wasps, flies, ants, rooks, and beavers, will be found authoritative and at the same time interesting and lucid. It is often thought that the man of science must be dull and uninteresting. This all too unfair generalization will be found to be disproved by those who read this entertaining little work.

The volumes on "Pioneers of Invention" and "Men of Science" are definitely historical in their aspect. Inventions and discoveries are of interest in themselves, but the way in which men were led to find out and to invent are no less interesting. We celebrate the centenaries of great scientists, and so we are reminded of the benefits which they have conferred upon their fellow men, but too often we remain in ignorance of the lives of these great pioneers. It would be absurd to suggest that a study of the life of Newton would lead a pupil with a mathematical bent into becoming a genius of such greatness as his, or, indeed, a genius of any kind, but it is certain that science is too often regarded from a strictly utilitarian aspect which tends to deaden that spirit of enquiry which should dominate the outlook of the truly scientific mind. A study of these volumes will lead the reader to a greater understanding of and a greater sympathy with the view of the scientific man.

To those who lead sedate and gentlemanly lives it may seem strange and possibly a little idiotic that anyone should voluntarily incur tremendous risks. If there is any truth in the theory that the individual in the course of his development passes through a *résumé* of those stages which have been passed through by the race in the course of its evolution it would seem that on the whole the race has outgrown adventure and that the adventurous stage is "recapitulated" by boys in their teens. Fortunately there are a few adults who still enjoy the thrills which adventure affords. To all boys (and Tom-boys), as well as those

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few adults who still retain their youthfulness, we heartily recommend "Episodes from Battles with Giant Fish." Mr. Mitchell Hedges is a great sportsman and a great scientific discoverer. His book is full of interest, and the great merit of the yarns which it contains is that they are true. Many readers, young and old, will be sorry when they reach page 189, for it is the last! They will, if old, regret that their youth is past, and, if young, will long to throw aside the shackles of civilization and join the author on some of his courageous adventures.

When it is realized that there is a greater variety of insects than of any other form of animal-life, it must be felt that insects play an important part in the great "web of life." Yet there are many who could not define an insect accurately and might even be inclined to agree with the railway porter who was heard to remark: "Well, cats is cats and parrots is cats, but this here tortoise must be a h'insect!" This little volume on "The Doings of Insects" is written by one who is curator of insects to the Zoological Society of London. The author is evidently keenly aware of the mysteries and wonders of insect life, and is anxious that others should become more familiar with the lives of these creatures. This book should stimulate readers to a more detailed study of a very fascinating branch of science—a branch which is not only full of interest, but also full of importance, for the whole welfare of the world and of the human race depends upon the preservation of the balance of nature, and in that balance insects, by virtue of their numbers, play a part of paramount importance.

In concluding our review of these volumes we must add that they are well printed, tastefully bound, and that where illustrations are necessary to help the reader to a clearer understanding of the letterpress they are included. We wish the volumes every success, and congratulate the publishers upon the production of such an excellent series at such a reasonable price.

J.R.

Geography.

SOUTH AMERICA: by E. W. Shanahan, M.A., D.Sc. (Methuen and Co. 14s. net.)

Messrs. Methuen and Co. are to be congratulated upon the excellence of the series of books for university students and teachers which they have undertaken. Dr. Rodwell Jones has already given us a very illuminating study of North America, and now Dr. Shanahan, also of the London School of Economics, has provided an equally authoritative and useful book upon South America. Here, with 50 maps and diagrams that definitely illustrate the text, is an account of the resources and industries of the continent in their appropriate physical setting. The book opens with a general account of the physical framework, climate, and communications of South America, proceeds to an examination of the different regions, and ends with a general survey of economic conditions and a most useful bibliography. A great deal of the material has, hitherto, been available only in a very scattered fashion. Students of university standing and teachers who wish to possess in compact form the most recent information upon this continent have no option but to add the book to their libraries.

THE POLAR REGIONS: by R. N. Rudmose Brown, D.Sc. (Methuen and Co. 12s. 6d.)

This book belongs to the same series as the one reviewed above, and, in the same way, brings between the covers of one volume the results of a great deal of otherwise widely diffused material. Naturally, much of the text is concerned with the physical geography of the two Polar regions. There are discussions of Polar climates, sea ice, Arctic currents, ice sheets, and glaciers. Towards the end of the book a more human note is introduced by excellent accounts of the Eskimo, whaling, trade routes, and problems of colonization in the colder regions of the earth. The style of the book is such that it would be read with much interest by many pupils who have not yet reached the stage of university students. It can be recommended for general use in school libraries as well as for purposes of serious study.

COMMERCIAL AND ECONOMIC ATLAS OF THE WORLD: edited by W. R. Kermack. (W. and A. K. Johnston, Ltd. 1s. 6d.)

This atlas contains maps of the world illustrating the prevailing winds, temperature, and distribution of natural products, and maps of Great Britain and the Continents, showing January and July rainfall and principal occupations of the inhabitants.

E.F.S.

A COMPLETE SCHOOL GEOGRAPHY: E. G. R. Taylor, B.Sc., F.R.G.S. Volume I. (Methuen. 5s.)

Although there are scores of geographical text-books, there is certainly room for such a work as Mr. E. G. R. Taylor is producing. This first volume is an admirable book of its kind, for it states clearly and definitely the fundamentals upon which the science of geography is built up, and yet the subject matter is put before the reader in such a way as to make the acquisition of facts, and a knowledge of the underlying principles, easy and enjoyable. Generally speaking, the difficulty experienced by teachers of geography is that with the usual type of geographical reader, little remains in the student's mind, even after the book has been studied for a considerable time, beyond a string of cold and uninspiring facts. This book, however, is a distinguished exception to the general run of text-books, and makes an appeal to the imagination, and not merely to the memory. This first volume deals with general world geography and the geographical regions of the continents, and is well illustrated with maps and diagrams.

V.S.

AN INTRODUCTION TO THE STUDY OF MAP PROJECTIONS: by J. A. Steers, M.A. (University of London Press, Ltd. 7s. 6d. net.)

This is a very readable and useful account of the subject of map projection, suitable for students whose mathematical intelligence is of a limited order, though not too limited, as a knowledge of elementary trigonometry is necessary. The book possesses an abundance of clear and illuminating diagrams, and contains an account of all the projections in common use.

E.Y.

BUSINESS GEOGRAPHY: Huntington and Williams. (Chapman and Hall.)

This book, like everything associated with the name of Ellsworth Huntington, is full of stimulating ideas and wonderful diagrams. The copy before us is a second edition, and differs from the first inasmuch as the treatment of relief, soils, and minerals has been expanded, new tables of production have been prepared, several new tables have been added, the misleading Mercator projection has been eliminated, and tables of substances and exercises have been revised. The book is divided into four main parts, dealing respectively with (1) Geographical factors and principles; (2) Great Products and Typical Communities; (3) The United States and Canada; (4) The Business of the Continents.

In America business men study geography, and a geography expert is not an unusual member of the staff of great firms. To most business people in England this will seem rather amusing, but the success of American business enterprises points to the fact that business geography can be of some use in the commercial world.

We are not very hopeful that any business man in England will, on account of this remark, add the book to his scanty stock of commercial literature, but students of economic geography can be urged to acquire a copy, and if any philanthropist can be found who might present all our members of Parliament with a copy for their own use, they would perhaps then realize the futility of much of the legislation that attempts to control or direct business in defiance of geographic factors. We would commend to them one sentence from this remarkable book, i.e.: "The position of Europe in the world's business rests on ideas as well as on material factors."

E.Y.

Chemistry.

FIRST PRINCIPLES OF CHEMISTRY: by F. W. Dootson, M.A., D.Sc., and A. J. Berry, M.A. (Cambridge, University Press, 1927. Pp. vi+339. 6s.)

This book has been written for the use of students who practically begin their study of chemistry at the university. It is not of the type of the ordinary text-books which deal with the elements of chemistry, but is meant rather to supplement lecture-room and laboratory teaching. One avowed purpose is to minimize the time taken up by writing notes in class—a practice which withdraws attention from what is being said or demonstrated by the lecturer.

Bearing in mind the calibre of the student who is supposed to use the book, the action, so to say, is carried along quickly, as in the modern novel. At the same time the order of treatment is logical, and no difficulty is found in introducing modern subjects such as: isotopes, hydrogen ion concentration, colloids, etc. General principles and methods are emphasized throughout.

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Edited by E. V. GREENFIELD and H. BABSON. 224 pages. With Notes. 3s. 6d.

Seventeen articles selected from contemporary French scientific journals. The material has been chosen first, for its general interest, and, secondly, because its wide scientific vocabulary renders it particularly suitable for those students whose interests and requirements lie in the direction of science.

The articles are written by business men, engineers, and practical scientists whose diction is clear, simple, and to the point. The book will afford a welcome change, particularly in boys' schools, from the novels, plays, and memoirs to which form reading is often restricted.

GLÜCKAUF : A First German Reader

By M. MULLER and C. WENCKEBACH. Revised by H. F. COLLINS, M.A., Manchester Grammar School. 256 pages. Cloth. Illustrated. 3s.

A beginner's reader containing a carefully-graded and interesting selection of material, all of which is closely related to some typical aspect of German life. *Fragen* are included at the end of each of the six sections of the book. There is also a German-English vocabulary.

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The scope of the book covers the requirements of the School Certificate Examinations, but whether it will be found useful for general use in schools can only be said after the test of experience. Undoubtedly, scholars who have had a good grounding in general science, and who have learnt to think, should find the book not only useful, but stimulating.

Only occasionally does one find anything to criticize, and even then the point in question is generally a matter of opinion rather than of fact. The book can be heartily recommended.

T.S.P.

History.

BRITANNIA'S CHILDHOOD AND GROWTH: An Historical Geography of the British Isles: by A. J. Berry, M.A. (Oxon). With Maps, Illustrations and Exercises. (Sir Isaac Pitman and Sons, Ltd. 2s. 9d.)

An interesting reader for elementary schools written in clear and simple language by the Director of Education for Preston. The chapters will afford good subject matter as a basis for lessons.

OUR NATION'S HISTORY: by T. Young, M.A. With maps, illustrations, questions and exercises, and hints on further reading. (Oliver and Boyd. 3s. 6d.)

Another addition to the growing army of one volume histories of Britain for schools.

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In this object he certainly succeeds, and has in fact produced a simple, accurate, and interesting history book for young people, which might be used as a text-book or class reader—or both. It is certainly worth recommending to teachers who are not already satisfied.

SPECIAL PERIODS OF HISTORY: edited by D. C. Somerville, M.A. British History, 1327-1399: by C. G. Whitefield, M.A. British History, 1603—1660: by G. B. Smith, M.A. (Bell and Sons. 2s. each.)

It is rather a pity that the full series of these very handy little books is not yet available; but of the seven on British History now issued, they are all useful and practical. They are pocket volumes. Their 150 small pages of clear type may be read in an evening; and the compactness they suggest is a real compactness. There is nothing very new, either in fact or presentment—nothing to alarm the more conservative teacher very much, or to stimulate his adventurous brother very much.

The series proves to be what we think was intended, a pocket-book set of periodic text-books, more readable than text-books usually are, alas! The type is not large, but it is quite clear, and the paper is good.

R.J.

THE REFORMATION OF THE SIXTEENTH CENTURY IN ITS RELATION TO MODERN THOUGHT AND KNOWLEDGE: by Charles Beard, LL.D. With an Introduction by Dr. Ernest Barker, M.A. (Constable. 10s. 6d.)

This is a handsome book, a reprint of the Hibbert Lectures delivered in 1883 by the late Dr. Charles Beard, then Unitarian minister at Renshaw Street, Liverpool. Its publication, as Dr. Barker says in his preface, was a landmark. That landmark stands yet; and "modern" research shows no sign of replacing Dr. Beard's work by anything better. It is now too late for any form of assessment: none is necessary. Instead, we may quote one of the many pregnant passages: one on Calvinism, the Calvinism which "has made Scotland, for good and for evil, what she is . . . But I gravely doubt whether the sum of good which it has effected is not outweighed by the prevalence which the mighty genius of Calvin has given to the idea that Christianity can be presented in dialectical form; that its aspirations, its affections, its insight into divine things, its half-apprehensions of realities too great for finite grasp, can be stated with scholastic accuracy and tied together by bonds of logic."

R.J.

IN THE DAYS OF QUEEN ELIZABETH: by W. Roy Macklin.

THE COMING OF THE STUARTS: by Guy N. Pocock, M.A. (J. M. Dent and Sons, Ltd. 2s. each.)

The maps within the cover, at the beginning and end of each book, are surrounded with the crests of the great English nobles of the period. Such helps to the letterpress are of great interest to the young reader. There are several illustrations. The first book of the Days of Elizabeth would make a splendid introduc-

tion to some of the plays of Shakespeare. Children of 12 to 14 should be able to do this book and go direct to (say) Henry VIII. or Richard II.

"The Coming of the Stuarts" is well written and ably put together. It, in its turn, would be a good preface to the study of the Hebrew Literature in its fine and glorious English. The writers of the age were "makers" of our English tongue, and therefore must have been men of mental and spiritual wealth. The book is a most useful companion, and when mastered will fit the student for studying the writers of that age.

R.L.G.

Physics.

TEST PAPERS IN PHYSICS: With points essential to answers. Pp. v+245. 5s. 6d.

JUNIOR TEST PAPERS IN PHYSICS. Pp. iii+82. 1s. 3d.: by P. J. L. Smith, M.A. (Sir Isaac Pitman and Son, Ltd., 1927.)

These two books will be welcomed by all teachers of physics, and Mr. Smith deserves thanks for having undertaken what must have proved the somewhat laborious task of compilation. The larger book contains one hundred papers, each of eight questions of approximately school certificate or matriculation standard, although some rather harder questions are also included. The hints on the answers are valuable, but it is questionable whether it would not have been desirable to bind them in a separate volume, as very few people will have the strength of will to refrain from turning to the end of the book before starting to answer the question. The papers cover the usual range of elementary physics, the first half being on heat, light, and sound, and the remainder on electricity and magnetism. The other book is composed of seventy-five papers of the standard of the junior grade of the Oxford and Cambridge Local and the College of Preceptors' examinations.

The two books will certainly be much in demand. R.S.M.

THE SCIENCE OF EVERYDAY LIFE: Physics: by E. C. Abbott, M.A., (George Gill and Sons, Ltd., 1926. Pp. xi+266. 4s. 6d.)

The idea of this book is excellent because it deals with and attempts to answer all those questions which boys and girls ask about the familiar things of life, such as fire, water, sounds, electric trains, etc. Unfortunately, the author lets her descriptive and imaginative faculties run riot, with the result that there are so many glaring inaccuracies that it becomes quite impossible to recommend the book.

R.S.M.

HEAT AND LIGHT: by E. Nightingale, M.Sc. (G. Bell and Sons, Ltd., 1927. Pp. xi+271. 4s. 6d.; or in two parts 2s. 6d. each.)

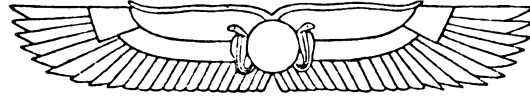
Mr. Nightingale, who is the senior science master at St. Alban's School, has written a most interesting text-book "for School Certificate students." The old familiar subjects are treated with a pleasing freshness, and in addition a large number of phenomena with which boys will be well acquainted in their everyday life are discussed from the point of view of the underlying physical laws. The author is to be thanked for including the recommendations of the International Committee on Illumination and their definitions of the *lumen* and the *lux*: it seems fairly certain that it is only a question of time before these will be universally adopted. The 250 odd figures which are interspersed throughout the text are clear, and those showing the formation of the rainbow are excellent. It is also evident that the author has had extensive experience in managing a laboratory class, for in many cases he gives useful hints as to the most satisfactory way of performing an experiment, together with the principal errors and inaccuracies which are likely to prove stumbling blocks to students. Altogether, this is a book which can be heartily recommended.

R.S.M.

LIGHT: by V. T. Saunders, M.A. (John Murray. 6s. net.)

Books on light may be divided into two main categories—those which are elementary and those which are advanced. Those in the former category are generally too elementary, and those in the latter are too advanced. There are exceptions, and Mr. Saunders' book is one. The author modestly hopes that his book may be read by those "who are following an elementary but formal course in Light." That the word "elementary" may have many shades of meaning may be gathered from the fact that such subjects as interference, diffraction,

(Continued on page 272.)



Ready during July

A BRIEF HISTORY OF ANCIENT TIMES

BY

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J.R.

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R.J.

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The first volume of Professor Goodman's well-known text-book, which appeared over thirty years ago, met with great success, and was so widely used both in this country and in America that successive editions were called for, and from time to time issued. The book has thus been kept up to date in its outlook, and has also been greatly increased in size. As a companion to the ninth edition which has just been published the author has gathered together a large number of examples, mostly taken from the papers set in various examinations in engineering, and has supplied model answers. These form the bulk of the material of Vol. II, which now appears for the first time. The problems are of varying degrees of difficulty, but almost all of them can be solved without the aid of advanced mathematics, and are of the type which are likely to appeal to practical engineers. The author very rightly emphasizes one of the pitfalls into which students so often fall, namely that of sending up a large number of quite meaningless digits at the end of a calculation, when possibly not more than one or two significant figures are justified by the accuracy of the data.

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R.S.M.

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THE EDUCATION • OUTLOOK

AND EDUCATIONAL TIMES

AUGUST, 1927

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.

Imperial Education.

The title of the Imperial Education Conference, which was held at the Board of Education recently, is hardly warranted by the nature and method of the assembly. There was nothing to suggest the coming together of minor states to consult with an overlord. The representatives from various parts of a far-flung Commonwealth met in council on equal terms and discussed their problems with complete freedom. Beneath the superficial differences and the apparent diversity of the problems were to be discerned many features common to all. The essential business of the conference was to make these clear and to treat them as the starting point for such special methods as may be demanded by the circumstances of particular communities. In the brief space of three weeks, during which the conference discussed many questions, it was not possible to arrive at definite conclusions, but great progress was made. The exchange of views and comparison of experiences were well supplemented by opportunities for social intercourse, and the admirable conduct of the meetings by the Duchess of Atholl was greatly praised. Her ability to sum up a discussion gives proof that we need not fear the advent of women judges in the Law Courts. The visits of the delegates to selected schools and centres will form a fitting conclusion to a useful gathering.

Environment.

From the Press reports, which were based on official summaries of the proceedings, it may be gathered that the Imperial Education Conference was seeking a general form of education which should be British in spirit and serve as a link between the various parts of the Commonwealth. Instead, however, of repeating the former error of transplanting an English curriculum into a primitive or totally un-English community, the present aim is to begin everywhere with the surroundings of the pupils and from these to gather material for early instruction. The young native of West Africa is not expected to make a detailed study of Gray's "Elegy" while remaining ignorant of handicraft and farming. The new plan is full of promise and the reasons for its adoption abroad are valid also at home. We have been long in bondage to the order of studies prescribed in the old code. Generations of teachers were trained in them and even when the old compulsions were removed the old habits remained. Slowly we are coming to see that we cannot educate the young without taking their environment into account. The child's natural desire to understand the things about him and to gain some mastery over them furnishes the right starting point in the process of education. The analysis or grammarizing of these processes comes later.

The Teachers Council.

The first meeting of the newly elected Teachers Registration Council was held on Friday, July 15th. Mr. W. D. Bentliff was appointed as temporary Chairman and the first business was the election of a Chairman for the period 1927-1932. The Rt. Hon. Lord Gorell, C.B.E., M.C., was proposed and seconded and elected with complete unanimity, several members expressing their appreciation of his services to the Council during the past five years. Lord Gorell succeeded Sir Michael Sadler, who retired from the chairmanship in 1922. He was formerly head of the Army Education Corps, a branch of the service which he had a large share in founding soon after the war. He is a member of the Consultative Committee of the Board of Education and is deeply interested in all educational questions. Under his continued guidance it may be expected that the Council will presently be able to complete its first task, which is to form a register of all qualified teachers. The completion of this task calls for the co-operation of all those who are eligible for registration. Some 80,000 teachers have applied and of these over 75,000 have been accepted, but it is estimated that about 120,000 teachers are qualified to become registered and those who have not yet applied should remember that by their delay they are hampering the Council's progress towards building up a united teaching profession.

"Odi Profanum Vulgus."

Lord Eustace Percy is disturbed by the evils of desultory reading. He told the Associated Booksellers—all people—that their purpose should be not to create or stimulate the habit of reading, for that habit nearly everyone in the country had got very badly. The habit of superficial reading stifled thought and was one of the chief mental diseases of the day. The only kind of reading worth stimulating was reading which would encourage reflection. We can only hope that the Associated Booksellers returned home with the noble resolve to clear their shelves of "best sellers" and to purvey only those books which induce reflection. The hope is a faint one, and if it should be realized many booksellers will cease to pay income-tax. The President of the Board is asking too much of us. The most austere and scholarly of our ex-premiers is said to enjoy detective stories, and he probably prefers them to the lay sermons which are composed on his domestic hearth. Reading is at worst a harmless opiate, and the kind of reflection which is stimulated by the books which Lord Eustace would approve may be very harmful unless the conclusions are corrected and brought into relation with facts. Reading, whether superficial or deep, is most to be condemned when it obscures our vision of real things instead of rendering it more acute and discriminating.

Public Schools and Health.

Speakers at the Conference of the British Medical Association in Edinburgh drew an unfavourable comparison between the care taken with regard to the health of children attending public elementary schools and that which is exercised in secondary schools. It was stated that boys at public schools often suffered from defects which, owing to lack of periodical examination, remain unknown until there is a complete breakdown, and that boys and girls are often subjected to severe physical exercises during their school career, and it was of vital importance that at every stage they should be medically examined and re-examined. The great improvement which has resulted in the general health of elementary school children since the institution of regular medical inspection gives ground for supporting the view that boys and girls in public and secondary schools should also undergo the periodical physical examination, and systematic medical and dental reports should be sent to the parents every term, for they are no less important than the ordinary school reports. More care should be taken to ascertain whether boys and girls are physically fit for the games which they are expected to play. A some schools there is the practice of holding annually a cross-country race, and it sometimes happens that youthful competitors are allowed to enter when they are far from fit for the ordeal. One example is that of a run of five miles over rough ground, where it happens invariably that some of the runners either break down during the race or arrive at the finishing post in a state of complete exhaustion.

Safeguarding English.

A project is being put forward for the establishment of an International Council for English, and a conference has recently been held from which it appears that we are to have an investigating body which will consider facts as to the inclusion of new words in the English language spoken and written, disseminate information as to the modification and expansion of the language, and generally "maintain its tradition, encourage its study, and foster its development." We gather that the movement originated in the United States, and here it is warmly supported by Sir Israel Gollancz, the Secretary of the British Academy, who is a member of the Sub-Committee with Sir Henry Newbolt and Mr. John Bailey. The first named has declared that it will be unwise for the new Council to attempt to do too much and that a sufficient task will be found in discouraging the use of present barbarisms and the introduction of new ones. It is interesting to note that Sir Israel has himself been taken to task recently for an alleged use of the word "hypothecate" in the sense of framing a hypothesis. We recall the pleasant story of a damsel from the United States who listened eagerly to a learned dinner partner who was discoursing on the evils of modern slang. When he had finished she gazed upon him with a wistful eye and said, "I guess you've slobbered a bibful."

National Playing Fields.

The Duke of York's Fund in aid of the National Playing Fields Association makes excellent progress. His Royal Highness asked for a million pounds and many acres. By the middle of July the subscriptions amounted to over a quarter of a million and several landowners have given recreation grounds. One of the most interesting efforts is that of Sedbergh School, which has thrown open its own playing fields to the elementary school boys of the district at suitable times, forty of the senior Sedbergh boys offering to give coaching in games. The school has also subscribed £19 to the fund. This is an excellent example to other public schools and especially to be commended is the undertaking to give coaching, for many children in our elementary schools are unable to play an organized game as it should be played, simply because they do not know the rules or the technique. It is not enough to provide open spaces, excellent as these are. The aim is to provide playing fields and to see that they are used properly, and the admirable scheme fostered by Mr. Turner at Oxford has borne good fruit, because the children are not only allowed access to college athletic grounds but are also taught by self-denying undergraduates and others how to play such games as cricket and football. Ideally, of course, every elementary school should have its own playing field. The playgrounds now provided often resemble barrack squares.

Carmarthenshire.

It will be gathered from our National Union of Teachers correspondent that the situation in Carmarthenshire is unchanged so far as the Local Authority is concerned. With the greatest possible reluctance the teachers in the area have taken preliminary steps to withdraw from school if the Authority should remain obdurate. Nobody must suppose that the teachers desire to withdraw. A "strike" is utterly repugnant to them, but they are in the position of a man who has agreed to accept an umpire's decision, only to find that the other party to the dispute, having promised to accept, refuses to do so when he finds that the decision is not to his liking. It is difficult to understand the attitude of the President of the Board. In similar circumstances he has intervened to secure that the Local Authority should not profit financially by breaking its bargain, and it is well known that wherever a Local Authority desires to pay teachers more than the agreed rate the Board will not recognize the extra expenditure for grant purposes. Hence it would seem that the Board does not maintain in full strictness a position of complete detachment or the theory that salary arrangements are the sole concern of authorities and teachers. Ever since the Board undertook to provide a definite proportion of the expenditure on salaries complete detachment has been impossible, and the Carmarthenshire case gives full warrant to Lord Eustace Percy if he should decide to intervene and thereby end the unwelcome prospect of a "strike" of teachers.

IMPERIAL EDUCATION.

The Imperial Education Conference was opened by His Royal Highness the Prince of Wales on Tuesday, June the 21st, and on Friday, July the 8th, it held its final session. Between those dates many interesting discussions have taken place, including those upon—

- (1) Education in relation to the pupils' after career, with special reference to problems of post-primary and vocational education ;
- (2) Problems of special interest to tropical countries ; and
- (3) Rural education.

At the preliminary meeting of the Conference, held on June 20th, Lord Eustace Percy pointed out that the programme covered a wide range of subjects, and suggested that the focus of them all was to be found in the problem of post-primary education. He said : " You are visiting us here at a rather interesting moment in our educational history in this country, when we are planning and beginning to develop what I think can justifiably be called a new policy : the provision of new forms of post-primary education, bearing the same relation, in their sphere, to the requirements of industry and the standards of higher technical education as our grammar schools have in the past borne to the requirements of the professions and the standards of the universities. That is a difficult and complicated task, involving not only a comprehensive re-organization of our elementary school system, but also a very careful re-survey of our whole system of technical education. In all this we have a great deal to learn from you who visit us here for this Conference, but also I think in all this as a whole the British Empire has special opportunities and a special function to perform. Education reformers in the past have perhaps tended to take as examples of public education the achievements of two countries—the large provision of free high school education in the United States and the scientific development of technical education in Germany—but it may be that the British Empire, which has on the one side such a strong grammar school tradition and on the other side has to face as never before the problems of peace and efficiency in industry, and has to meet the needs of large agricultural populations and of comparatively primitive civilizations—it may be that the British Empire, having to focus and to fuse all those traditions and needs, may succeed in developing a balanced system of education superior to anything which has yet been developed in any country in the world. I think at this moment considerations of that kind may prove to be the focus of what at first sight appears to be a very varied and a very wide agenda."

Mr. H. M. Richards, C.B., opened the discussion on the problems of post-primary education, and maintained that there was no antagonism between training for life and training for livelihood, and that the child himself instinctively felt that there was a reality outside the old classroom subjects and that this view was becoming more general both among experts and laymen.

Dr. Merchant (Ontario) said that the introduction of a more practical element into the primary course had made the children more interested and had led to a greater flow of children into the secondary or post-

primary schools. It was agreed that the school alone could not prepare for a trade. A close co-operation between the employer and the school had led to the setting up of schemes of apprentice training, with part-time school attendance, which were considered highly successful.

Mr. Matthan (Mysore) discussed the relation of vocational and cultural aims in elementary and secondary education, with special reference to the problems arising in Indian States. He explained reforms made or contemplated for the introduction of a more realistic curriculum into all grades of schools and colleges.

Mr. Tate (Victoria) held that a liberal or humane education was not so much a matter of subjects as of method of treatment of subjects, and in support of this referred to a class in practical plumbing which he had seen, which was undeniably a subject of liberal education. Merely to introduce practical subjects into the curriculum would not necessarily be to introduce reality into education.

Professor F. Clarke (South Africa) maintained that racial differences were irrelevant to the educational system, and stated that the reformer must try to raise that standard of civilization of all races by every legitimate means. He spoke of the voluntary Juvenile Advisory Boards in South Africa which had been so successful in their task of assisting employers, pupils, and schools that they had been placed on a statutory basis. In South Africa the minimum age for apprenticeship was 15, and in most parts of the Union the school leaving age was 15 or 16. It was important that there should be no gap in which the unemployed juvenile could not be compelled to attend school.

Mr. McCoy (South Australia) opened a discussion on apprentice training, and outlined the features of a scheme in operation in South Australia, and said that notwithstanding the rise of modern industry skilled craftsmen were still required, and that they could best be obtained by a sound system of apprenticeship. The Australian scheme included workshop guidance and technical school training. Employers, employees, and the Government were equally represented on the Board of Management. The scheme benefited the apprentice, the employer, and the State, since it produced a more efficient body of craftsmen, and its success was proved by the great interest taken in it by employers and trade unions, both of whom contributed generously towards the prize funds.

The Rt. Hon. W. G. Ormsby-Gore presided during the discussion of subjects in connection with " Problems of special interest to tropical countries."

Mr. Ali Akbar (Hyderabad) introduced the subject of vernaculars in education, and spoke of the efforts which had been made to develop a vernacular literature in India and of the difficulties which had hindered that effort. The chief difficulty was, in his opinion, the use of English alone as the medium of instruction in all higher schools, a practice which must place the Indian student in an artificial world, and impose an artificial obstacle to his acquisition of modern knowledge, and his contact with Western civilization. Dr. West

(Bengal), however, maintained that the vernacular should be the language of poetry and religion, but said that if the student were deficient in English he had no chance of access to the world's literature of information—on, for example, science, technology, and history. "It is," he said, "important that the Indian student should be able to read English; it is rarely important that he should be able to speak it." It was pointed out that in some parts of the Empire there can be no one vernacular owing to the great diversity of race and language which prevails. In such cases the medium of instruction must be a language which is not the mother-tongue of the majority of the pupils, and in most cases English is the best language, but it must be learnt as speech and not as a system of grammar. It was suggested that in such teaching the gramophone might play a useful part. The teaching of English was not a means for superseding and suppressing native life, but the means whereby native life could be enriched and could express itself. The Colonial Office were anxious to produce a better kind of African and not an inferior imitation of a European. Those who were thus taught should remain in touch with their communities and should become the leaders of their people.

With regard to the education of the natives, the importance of practical subjects was emphasized, but it was felt that technical instruction without general education would be as futile for non-European as for European children. Progress must depend upon the rate at which any particular race can adapt itself to new conditions. Mr. Rivers-Smith emphasized the waste involved in educating the men of native tribes and neglecting the women. He uttered a warning against hurry: we had much to learn before we could be sure what to teach and how to teach it.

When we have educated the native we must prevent his relapse into illiteracy, and Mr. Oman described the Trade Schools established in the Gold Coast area, and means by which young people were kept in touch with their schools after they had left.

With regard to the training of teachers in tropical countries, the importance of keeping the curriculum in close contact with rural life was stressed. We must bear in mind the needs of a peaceful agricultural people under a Government whose aim is to raise the standard of life, and this is the outlook in the Malay States. A rural site is chosen for the training college. The course which gives prominence to agriculture and horticulture extends over three years. It is hoped that ultimately the village school will become the centre of enlightenment in scientific agriculture and will affect the attitude of the Malayan towards manual work, against which he has such a prejudice. The point of primary importance in training is the personal influence of the college staff and a respect for and knowledge of native life. The native members of the staff must be fond of agriculture and the village crafts. The tendency to slavish imitation of the cheaper products of western industry is a serious danger; attention should be concentrated on the best work of the classical periods of oriental or Arabic craft-work. Finally, the importance of domestic subjects, hygiene, and especially child-welfare (owing to the high rate of infant mortality in the Near East) was given prominence.

The discussion on rural education dealt with the various means to be used to educate children in sparsely settled parts of the Empire. Where the numbers seemed to warrant it full-time schools were established. In other cases use was made of: (1) Teaching by correspondence; (2) peripatetic teachers; (3) the school-car on the railway; and (4) boarding schools. Mr. McCoy stated that Australia now showed a lower percentage of illiteracy than any other part of the King's Dominions, and this he attributed largely to the success of the correspondence method conducted by a staff of teachers located at headquarters. The need for specially trained teachers for rural work was again emphasized. The world of the schools, a world of books and papers, is out of touch with the world of the pupils' home and the farm, and the pupil tends to lose touch with his normal environment.

The Conference held a special session on the use of the cinema in education. Mr. Murray (Divisional Inspector, B. of E.) said that it was now realized that the claims made for the cinema a few years ago were excessive. The general movement in schools to-day is towards individual treatment and away from mass methods, such as the film and wireless. He felt that the film might help in revision work, or to convey information, but that it could not train the pupil to think. It was suggested that in the teaching of geography and of nature-study the film might play a useful part, and that it was desirable that children should be shown good films of the Empire. Mr. Rivers Smith said that in Africa the educational film would be useless unless accompanied by careful oral explanation during exhibition. The Duchess of Atholl, in winding up the discussion, said it appeared to be generally agreed that the possibilities of the cinema in school were severely limited, but at the same time the film might stimulate interest. The film habit has come to stay, and it is for all concerned to try to improve the standard of taste in films.

At the end of the special session an ordinary session was held, and the following resolution was carried unanimously:

"That this Conference, recognizing the far-reaching educational influence of the cinema, both inside and outside the school, on the one hand earnestly hopes that the competent authorities will take every possible step to prevent the display of demoralizing films, and on the other hand desires to emphasize the importance of the production and use of wholesome and suitable films which will convey an accurate impression of the life and conditions of all parts of the Empire."

Probationer Architects.

After 1928, the Council of the Royal Institute of British Architects will exclude from the list of examinations recognized for probationership the Junior (Honours) Local Examinations of any university in the British Empire. History and Geography will be alternative subjects on the list of those required to support registration, viz.: English Composition, Elementary Mathematics (Arithmetic, Algebra, Geometry), Mechanics or Physics or Higher Mathematics or Chemistry; History or Geography; one language other than English.

FROM THE GREEN BOX

(Being Notes and Recollections gathered by a former official of the Board of Education).

AUTHOR'S NOTE.—*The Green Box has been one of those household receptacles into which odd documents, pamphlets, and disreputable-looking books can be dumped when the powers that be refuse them access to the bookshelves and when ordinary drawers are full. My Green Box contains a very mixed collection, a hoard of papers which have accumulated during a working life of nearly forty years, most of it spent in the public service. The editor allows me to select from much that is of small value, even to myself, some of my "treasures" and to offer comments upon them in THE EDUCATION OUTLOOK.*

A Village School Mistress (concluded).

This is Tuesday night. The groceries have just arrived. The man tells me he has been stuck at N— since Friday, himself and two horses.

Now as to my position. [She had apparently sent in her resignation.] Mr. S— said he did not see what else I could do but resign after remarks like that one: "An assistant will get no good from you." [The Vicar] as he found the people were up in arms against my going, pressed me to withdraw the notice; also did Mr. T—, also did the other men and the parents *en bloc*. After I had done so, I felt better. We had had eighteen full school weeks. I was sleepless and had had decided premonition of paralysis; but pressure is removed—I became normal. There are reasons it might be wise to change ere breakdown overtakes me.

Our becks are *out*. The drift as far as the school was only cut as I came down from school. I was the first through (the snow) . . .

[On the Inspector's Report.] In any case we cannot raise our standard much. All my seniors leave this year. So it is still "here a little and there a little, line upon line, precept upon precept." I expect you find your youngsters develop naturally, not all in parallel lines (as graceful as the rakish teeth of the snow man), as some Education Committees would like them to do.

I have got my premises free now from "rats and mice and such small deer," and am now so acclimatized that I "ne look for entertainment where none was."

April 18 (same year).

Did I tell you I had an offer of a post in February under the Home Office? Asked our correspondent to wire earliest possible date of release; afraid it depended on the L.E.A. Central Office; worried the Central Office; it depended on the managers, i.e., the vicar alone; tried the vicar again; managers could not commit themselves to any date. It amounted to this: If they could find a suitable successor, I might go when it suited that unknown one's convenience; if not I must work out three months' notice. It was the more mean, as he gave me to understand before that the L.E.A. kept supply teachers, that there were "any amount of people ready simply to jump in." Anyhow, I was glad of the offer, as it raised my status a little. I did not ask for a reference locally. I had a thought of refunding three months' salary and fleeing. It would, however, have been more than they deserved, and would have crippled my "flitting," as the first payment would probably have been by the quarter. Two friends offered to lend me the money, if I wished. The post was non-resident and would have been better, a better locality for myself and sister. The attendant we now have would have accompanied us. It was,

however, terrible weather for travelling, and I thought perhaps the obstacle might be the dumb ass with man's voice rebuking the madness of the prophet.

December 9th (same year).

I have passed the Rubicon, resigned to-day, notice to expire next May 31st. The Inspector seemed to find general *bouleversement*, except discipline, which was perfect. The number has greatly increased. I have 31 on the books, six working in Standard 7, five in Standard 5, and so on to infants all to myself. I have asked for help. Committee have voted same—person nominated but not appointed. The Inspector told me, for the second time, I seemed to have no method, and finished thus: "I will see that you have an assistant, but an assistant will learn no good from you." Now I do not thereby understand I should lead her into evil company, but as an exemplar of tact, patience, punctuality, energy, information, mental and moral power, I should fail. So I think I have no option, as I should not like to work with anyone with such a hypothesis. The parents are more than satisfied, the Local Committee have expressed the same, the vicar is mainly noticeable for absence, carelessness, and indifference; Church no stove this winter!

I have opened a Reading Room for the men. It is an unused stable-loft which has been matchboarded, linoleumed, warmed, lighted, well supplied with games, papers, books, stereoscope, small microscope, etc. You should see the great lads (quarrymen now) who run gleefully for the key every night, as soon as they possibly can. It is pleasant to see them smile at the "reek" from the chimney. Some of them are out of work this arctic winter. . . I have got my reading room rent paid up to March 31st next twelve month, and have five shillings in hand towards a new window which is required. Since the landlady of the public-house interposed the attendance has not been so good. I have been well supplied with paper, books, and magazines. An entertainment is promised for the autumn.

* * * * *

The letters now cease. Miss — died a few years later.

My own opinion of her work at — is in agreement with the opinion of her first vicar, who appointed her, and with whom, after his retirement from the district, she was also in correspondence. He writes to her in her last year at the school:

"I am so thankful you were guided to go to —. I really do not know what the place would have done without you. I know what it has meant to you—isolation, mental and social, annoyances, worries, scarcely one redeeming thing to cheer you. But you have done a work, and are doing it, as very few could do it, and that is really what matters."

KARMA.

BY
LORD GORELL.

I.

*Widowed I am and not yet eight years old !
I am rejected of the gods and men.
The world's contempt about me I must fold,
Through all my days must journey on in pain
Till I be born to sorrow once again.*

II.

*What sins have I in former lives bequeathed
Unto myself, for ever cast away
Thus irretrievably before I breathed
The pious longings of my marriage day ?
Despised, forlorn my Karma I obey.*

III.

*No husband have I ; never shall I be
The mother of a son : throughout Bengal
No woman wails in deeper misery.
The dreary wastes of life my heart appal :
Soon on them may death's kinder darkness fall !*

AUGUST.

BY
GILBERT PASS.

(*After the French of François Coppée.*)

*The pool in shelter hidden lies
Where branches in disorder fall,
Where bright campanulas grow tall,
And slender couch-grass sprouts and dies.*

*Concealed by trees, in shadow cool
I thither go at blazing noon,
Where birds enjoy the daily boon
Of bathing in the friendly pool.*

*As quick as sparks they hop and start,
From land to pond, from pond to land,
While from their wings, the noisy band
Like diamonds make water dart.*

*My tired heart with suffering scarred,
Admiring them feels envy, too,
Of joyous birds with nought to do
But sing, and love, and die unmarred.*

EDUCATION IN PERSIA.

By V. B. METTA.

At the beginning of this century Persia was living in the Middle Ages from the educational point of view, because she had no schools of the modern type. The mullahs taught religion, philosophy, Persian language, and literature, and the sciences of the mediæval Arabs in schools which were attached to the mosques. There were a few Mission schools of the modern type in the country it is true; but the Mahommedan boys did not go to these schools, because they had strong prejudices against Christian missionaries: the only boys who went to these mission schools were Armenians, Jews, and Zoroastrians.

But to-day things are quite different. The prejudice against the missionaries has disappeared, and Mahommedan boys go in large numbers to their schools. The Government has established elementary schools in many villages and in all large towns. There are 250 Government High Schools, 250 private ones—which are inspected by Government and given allowances—and about a hundred independent ones. The number of mission schools in Persia has also increased; there are about 80 of them to-day. There are two colleges in the country where higher education is given: they are the British College at Ispahan, which was founded by the British Mission of the Church of England, and the Teheran College, which was founded by the American Presbyterian Mission. At the end of last year there were 73,998 male students studying in the various schools and colleges of Persia.

The Minister of Education lays down the syllabus and sends inspectors to see that his orders are carried out. Persian language and literature, history, arithmetic, geography, general history of the world, natural science, and a European language, either English or French, are taught in these schools.

Until recently schools for girls were practically unknown in Persia, because the mullahs were against female education. In 1911 some emancipated women called a public meeting—it was the first public meeting of women in the country—to discuss the subject of female education. A few months thereafter they petitioned to the Government to start girls' schools. But the Government did not start any girls' school in the country till 1919. Since then, however, Government schools for girls have multiplied rapidly. To-day there are no less than 40 girls' schools in Teheran alone. A good many girls also go to the mission schools and the schools founded by the Bahais—the most advanced of the Persian communities. At the end of 1926 there were 17,192 girls studying in the schools of Persia.

Riza Shah Pahalvi, the new Shah, takes great interest in moral education. All children in Government schools are taught to respect their parents, love their country, and hate corrupt officials and foreigners who want to seize or exploit their country. Respect for manual labour, dislike for idleness, and love of truth are also taught. Above all, children of either sex are taught that it is their duty to make Persia great again.

The Shah is thinking of selling the Crown jewels in order to finance the scheme of a National University which is being considered by the Medjliss Parliament.

SOME PROBLEMS OF MODERN EDUCATION.

The end of the educational year has come, and the schoolmaster looks back with mingled feelings on his efforts of the last twelve months. How far have his approved methods stood the latest tests? How far have his most recent experiments justified themselves? How much has he learned from his failures? Behind all these questions looms the greater problem, still unanswered, of the true end of education itself. What is he really trying to achieve, and to what extent is his practice suited to his basic principles? The chief danger that besets the teacher is always the same—that he may allow himself to get so buried in the mass of detail, even indispensable detail, as to have no time for mental stock-taking and review, swamping the teacher that in his worthier moments he humbly aspires to be in the pedagogue into which he may so easily degenerate. And to-day especially his chief difficulty is the same also—that education must and should be an intellectual thing, the making of children into useful, well-equipped men and women, but that at the same time it must and should be something more than that. Or put in another way, the children must by all means become "useful" in the making of money, and at the same time "useful" in a great deal more.

It is a profound mistake to despise the value of money. Love of money, it has been observed, is the root of all evil, but it is no less true that lack of it is almost equally responsible. "How pleasant it is to have money, heigh-ho!" It has sometimes been claimed for the teacher that he has a soul above money, and that in him may be found that all too rare phenomenon, the man for whom labour is its own sufficient reward. It would, perhaps, be nearer the mark to suggest that as a member of a still scandalously underpaid profession, fully conscious of the nobility of his ideals in a world of sordid competition, the teacher unconsciously tends to adopt a jealous, semi-cynical view of what is after all one of the chief amenities of civilized life. In that forgotten book, "The Loom of Youth," Mr. Alec Waugh quotes one of his typical schoolmasters to the effect that "a true gentleman could never be a success in business." We may exclaim against the ineptitude of the sentiment, but there is a sting in the tail; the same kind of thing has often been said by a certain type of schoolmaster in the past, and probably sometimes still is. After all, shorthand and book-keeping and commercial arithmetic and German and Spanish may not be particularly romantic in themselves, but they are all useful in a bread-and-butter sense, and as A. C. Benson once remarked, if we are not going to teach our children what will be useful to them afterwards we may as well stop teaching at once. Ideally, perhaps, apprenticeship ought never to begin before the age of eighteen except as an extra, and if production were properly managed it would not be necessary for it to begin earlier. It is only necessary now because of the number of unemployed and unemployables created in the past by the mismanagement of employers, the liquor traffic, and one or two other convergent causes, which make it necessary for boys of fourteen and under to be out all day in the streets earning their own living. Ideally, it should be clearly recognized as a principle that education is one thing and apprenticeship another; that education is

not a matter of knowledge at all but of the capacity to think; that so far from learning being the be-all and end-all of education, learning does not really begin until education has finished. But as things are, the schoolmaster who failed to recognize that this ideal must for the present remain an ideal and nothing more would be doing a very poor service to the child by turning him out into the world unprepared for the struggle of making his own living.

In a recent address to the Manchester Publicity Club the High Master of Manchester Grammar School touched on some of these difficulties. Speaking before an audience of business men, he emphasized this problem of the teacher, stressing the fact that in the first place the job of the school was not merely to teach a boy how to make a living but to enable him to live a reasonable life. If school were to set out to make the boy successful from a commercial point of view, he continued, it might ruin the boy, but it would create a number of people who would collectively be a menace to the nation. Yet it would be a reflection on the school if one could say of it that actually nobody learned at it anything that was going to be of use in later life. "It is inevitable that schools should be somewhat straitened in academic bonds, and it is the great effort of masters so to broaden their lives that they should be more in contact with commercial life and yet not lose anything of the other. We do not want our schools to become apprentice shops merely, and if we were to do so, you would be very disappointed with the boys when they came to you. The schools are trying to be more practical, but they are desperately afraid of becoming too practical. Even the commercial life for success needs people with a real grip of the realities, with wide vision and with something approaching the gift of prophecy. Every group needs a man who can look beyond his own circle."

These last words strike at the heart of the problem. How are we to train the child to "look beyond his own circle," in other words to attain something of that "philosophic mind" that belonged to the "complete man" of ancient Greek idealists? How is he to learn to live a really full life, to see two sides of a question, to think for himself rather than be at the mercy of any clever speaker? How are we to prevent him developing into the type of parent familiar to every teacher, quoted by Mr. Edmond Holmes in "What Is and What Might Be" as writing to a schoolmaster, "Please do not teach my boy any more poetry as he is going to be a grocer?" Here again our problem is not easy, for it is a generally recognized fact that the really happy man is the man who loves his work. The more he loves it, living in and for it, the happier he is likely to be. Yet there is something dissatisfying in the sight of any man-teacher no less than business man—so immersed in the details of his profession as to have no time at the end of the day for anything beyond a little jazz or a glance at the cheaper illustrated papers. His mind is genuinely too tired for more, and he has "no time for reading" because he has left himself no energy, no true desire for anything beyond his work.

It never occurs to him that such a day may be open to criticism, and herein perhaps his schoolmasters may be blamed. Theirs was once the priceless, fleeting oppor-

tunity of instilling tastes and desires, hobbies and interests, which might have enlarged this now pitifully narrow life. A taste for natural history, or drawing, or literature, or the theatre might have been aroused, tenderly fostered, and in time brought to such a maturity that it could have flourished and expanded after school days were over. After all, it is not so much by the child of fourteen or eighteen that the schoolmaster is to be judged, as by the grown man of whom the poet tells us that the child is father. A school is praised or blamed by the type of man into which its "old boys" develop, and the master should be praised or blamed by a similar standard. Granted that business is business, and that efficiency, initiative, and honesty are indispensable qualities of a worldly success in which any man may take a lawful pride, is it not a pity that the successful man of business should be successful in business only?

The root of the trouble would seem to be that so many boys leave school with their enthusiasms insufficiently trained. The excellence and desirability of worldly success is so impressed upon them, though not necessarily by their teachers, that it tends to embrace all other desires, so that to succeed in one's calling in life becomes the only thing worth doing. Matthew Arnold, if he returned among us, would still find the Philistines sadly outnumbering the children of light. But perhaps this is because the Philistines were not better trained in their youth. We must work to live, and if we can "bury ourselves in our work" to a reasonable extent so much the better. But do not let us bury ourselves entirely, cheerfully sacrificing all our enthusiasms that do not fit easily into the groove. Work is essential, and the better trained a schoolmaster's boys are for it, the more credit to himself. But they ought surely to have some enthusiasms beyond their work. How will they occupy their spare time in later life? What newspapers and books will they read? What will be their politics, and on what grounds? What films and plays will they visit? What music will they listen to, on the wireless or elsewhere? If we accept the triple division of ultimate reality (a division now generally accepted by thinkers) into truth, beauty, and goodness, we shall see how little modern education does to teach its subjects. How many grown men pass any proportion of their spare time in reading, or hearing, or seeing anything that is intrinsically worth while in itself? How many even allow themselves any spare time for such pursuits at all?

It should always be the teacher's aim to educate in the true sense of the word, to nourish all the potentialities latent in his boys. Let him, therefore, try to train them to wish to do what is really worth while, for a man can usually find time to do a thing if he wants to do it enough. Stevenson tells of an old frontiersman he knew in America who excused himself for his defective education on the ground that he had been overworked from first to last. "Even now," he said, "anxious as he was, he had never the time to take up a book. In consequence of this, I observed him closely. He was occupied for four or, at the extreme outside, for five hours out of the twenty-four, and then principally in walking, and the remainder of the day he passed in born idleness, either eating fruit or standing with his back against a door." A sad story, with an obvious moral for all schoolmasters!

LEGAL NOTES.

Libel and Privilege.

Libel actions between teachers are not of frequent occurrence, though they are as likely to suffer from defamation as anybody else. Some local authorities which publish in their local press extracts from Inspectors' reports occasionally take liberties in this matter, so that it is a little surprising that the law of libel is not more often invoked. A recent case in which a former assistant in a Council School appeared in person in the King's Bench Division to sue the head mistress of the Carlton Vale School, Willesden, for an alleged libel is not without interest. The words complained of stated that the plaintiff "does not fit in with the organization of the school, and I earnestly request that she may be transferred elsewhere as speedily as possible, as I consider her presence on the staff detrimental to the well-being and happiness of this school." The defendant, represented by Mr. Doughty, K.C., pleaded privilege and justification.

The Defence of Privilege.

One of the four possible defences to an action of libel is privilege, i.e., not that the libel, if it be a libel, was privileged, but that the occasion of making it was a "privileged occasion." And this privilege may be absolute or qualified. It is absolute if made in the course of Parliamentary proceedings, say, or in a Court of Justice. Here malice (and malice means, not mere spite or ill-will, but any unjustifiable intention to inflict injury on the person defamed) is material. It is of qualified privilege only when, though made on a proper occasion (e.g., sending a "character" of a servant to a prospective employer) and to a proper person, the plaintiff may show "malice" on the part of the defendant and so rebut the plea of privilege. The question whether the occasion is privileged, if the facts are not in dispute, is a question for the judge and not the jury.

Duty or Interest.

This "qualified privilege" marks such occasions as when (a) the defendant has the duty of making the communication to a third party (*Pullman v. Hill*, 1891, 1 Q.B.); or (b) when the defendant has an interest in making the communication and the third person has a corresponding interest in receiving it. The Court had no difficulty in finding this "common interest" in the case of *Reeve v. Widdersen*, and therefore in holding that the occasion was one where the defence of privilege could be admitted. That being so if the plaintiff had proved malice, malice in fact be it remembered, she might even then have succeeded.

Malice in Fact.

To show malice, and so defeat the protection of privilege, a plaintiff might show that the libellous statement was not honestly made for the purpose of discharging a legal, moral, and social duty, or for the protection of some private or public interest. Or he might produce evidence of personal ill-feeling; or show that the extent of publication was excessive—"in excess of the occasion." All such matters are evidence of malice to go to the jury, not the judge. And it will be gathered from this brief statement that the plea of the privileged occasion is not an easy one to defeat. The evidence of malice must be very cogent to convince a jury that the protection has been lost.

SCHOOLCRAFT.

THE YOUNG DELINQUENT—SEVENTY-FIVE YEARS AGO.

Recently I picked up in a second-hand bookshop a little brown-covered volume entitled "Seed Time and Harvest of Ragged Schools." It was published in 1860, and contains three pleas, two of which had been previously published, on behalf of the Ragged Schools which the author of the book, the Rev. Thomas Guthrie, D.D., and others had helped to found. It also contains some remarkable stories of the work done at the original Ragged School which was opened in 1847 in Edinburgh. To many older readers much of the material which the book contains will no doubt be familiar, but for those who, like myself, have grown up in the security of the wonderful educational system that has developed during the last fifty years, a glimpse at the conditions with which our fathers were only too familiar may be both instructive and interesting.

Dr. Guthrie was one of the first advocates of education for the very poorest, and being a sensible man he attacked the problem with sensible methods. Here was the problem. "Such children cannot pay for education, nor avail themselves of a *gratis* one, even though offered. That urchin must beg or steal, or he starves. With a number like himself, he goes of a morning as regularly to that work as the merchant to his shop or the tradesman to his place of labour. They are turned out—driven forth sometimes—to get their meat like sheep to the hills, or cattle to the fields; and if they don't bring home a certain supply, a drunken father and a brutal beating await them . . . their only passage to school is through the Police Office; their passport is a conviction of crime; and in this Christian and enlightened city (of Edinburgh) it is only within the dreary walls of a prison that they are secure either of school or Bible."

Prevention, argued Dr. Guthrie, was better than cure, but he saw that to open ordinary schools for such children was useless. "Suppose," he says, "you open such a school in some poor locality . . . the great mass of those in the district you have not swept into the school; but granting that . . . you do succeed in bringing out a small percentage . . . mark what happens. In a few days this and that one fail to answer the roll-call . . . the teacher seeks the abode of the child, climbs some three or four dark stairs, and at length finds himself in such an apartment as we have often seen; there is neither board nor bed nor Bible. Around the cinders, gathered from the street, sit some half-naked children—his poor ragged pupil among the number. 'Your child,' says he to the mother, 'has been away from school.'" Now the Christian public listen to her reply: "I could not afford to keep him there; he *maun* do something for his meat."

"What are we to do?" asks Dr. Guthrie. "One of two things we must do . . . First, we may leave the boy alone. Begging, the trade in which he is engaged, being next neighbour to thieving, he soon steals. He is apprehended and cast into prison; having been marched along the public street shackled to a policeman, and returned to society with the jail-brand on his brow, any tattered shred of character that hung loose about him before is lost. As the French say, and all the world

knows, '*Ce n'est que le premier pas qui coute.*' He descends from step to step, till a halter closes his unhappy career; or he is passed away to a penal settlement, the victim of a poverty for which he was not to blame, and of a neglect on the part of others for which a righteous God will one day call them to judgment."

Fortunately, there was another way, and Dr. Guthrie saw it. "Remove the obstruction which stands between that poor child and the schoolmaster and the Bible—roll away the stone that lies between the living and the dead. Since he cannot attend school unless he starves, give him food; feed him, in order to educate him; let it be food of the plainest, cheapest kind; but by that food open his way; by that powerful magnet to a hungry child, draw him to school."

"Would you go to school?" asked he by way of experiment of a small urchin who lived by begging, "would you go to school, if, beside your learning, you were to get breakfast, dinner, and supper there?" "Aye will I, Sir, and bring the *haill land* (the whole tenement) too," the boy exclaimed, "and then, as if afraid I might withdraw what seemed to him so large and munificent an offer, he exclaimed: 'I'll come for but my dinner, Sir.'"

Twelve years after the opening of the original Ragged School, Dr. Guthrie is able to report that "besides many who received a partial education, and not a few whose parents, rising into better circumstances, removed them to high schools, not less than five hundred children have left our walls to play their part in life. They are playing it well." And that was from one school only.

Here is a sample of the material cared for and fed. "Eleven summers had gone over that young head, yet life had been all bitter winter to him. He had been starved by a drunken father; driven on the street; forced into crime. None of those who went to Church wrapped up in comforts, Bible or Prayer Book in hand, had cared for him, poor wretch! He had to steal, or to starve; do wrong, or die. He had been thrice in jail . . ."

But in the Ragged Schools "They receive a good secular education; and are brought up also to industrial occupations. The girls learn to sew, to knit, to wash, to cook; while the boys are trained up as tailors, shoemakers, and boxmakers, or carpenters . . . So much time each day is allotted to play. Every morning they go through their ablutions with Eastern precision; and to ensure regular attendance, as well as meet the necessities of their poverty, they daily receive three plain but substantial meals. Punishments are rare. We work by love and kindness; and though on entering our school they were foul as the gutter out of which they had been plucked, unbroken as the wild Arab or wild ass of the desert, ignorant of everything that is good, with rags on their backs and misery in their looks, such a change comes over them that better-behaved scholars, sharper intellects, happier faces you will see nowhere."

It was a great work, and great must have been the courage of the pioneers who first attempted it. It was carried on in spite of official rebuffs. "We went to the

Government for aid . . . We have leaned on a broken reed. The public purse which supplies an affluent stream to those schools that educate the children of the reputable and well-doing part of the community, strange to say, yields to our Ragged Schools nothing but the merest dribble . . . For a brief period, in answer to importunity like the widow's, we got fifty shillings a year for every child of the abandoned classes trained within our school—only one-third of the cost. But now, and all in a day, this fifty shillings has been reduced to five."

"Five shillings in the year," Dr. Guthrie calculates, "come to about half a farthing a day; and so *one half farthing* per day is the encouragement and help we get toward saving a hapless, helpless creature from crime, the prison, the hangman. Munificent donation!" His bitterness can well be understood, for, as he says, "I can demonstrate that ours, the kindest and the holiest, is also the cheapest policy. It has been calculated . . . that every child left to grow up into a criminal costs the country, on an average, not less than three hundred pounds. Let us suppose then that but one-half of the five hundred, whom this single school has saved, had run a career of crime; they would have involved the State in an outlay of seventy-five thousand pounds . . . our school has cost some £24,000; the amount, therefore, saved to the country . . . is £51,000." And he adds that it is much more probable that "at least two-thirds of the children would, but for our school, have developed into full-blown criminals."

This estimate of two-thirds is not an exaggerated one. The governor of the Edinburgh jail reported to him that in 1847 the centesimal proportion of children under fourteen in prison was 5.6; in 1859 it was only 1.2. In 1848 there were 552 children between fourteen and sixteen in jail; by 1859 this number had dropped to 130. The chief of police declares that "on grounds both of humanity and expediency, the Ragged Schools have the highest possible claim for continued and increased support."

Like all great reformers, Dr. Guthrie considered the methods he had adopted as temporary expedients only, and looked to the future to do better things. He looked to "the dawning of a day when the State, trusting more to schools and less to prisons, shall recognize its duty in this matter," but "meanwhile, however, and until the happy day when, without encroaching on the domain of conscience, the State shall secure for every child within its borders a useful education, Ragged Schools," he claimed, "offer the only remedy for most clamant evils."

We have progressed almost beyond belief in education since his day, and the State has recognized its duty to an extent that he would hardly have dared to hope for, but the clamant evils against which he fought are with us still; they are not yet by any means completely eradicated. All honour to the men who first began the task, and in whose steps it is our bounden duty to follow.

WORK AND WORKERS. Parts I and II: by Arthur O. Cooke. (Nelson. Pp. 96 each. 10d. each.)

Contains short accounts of various occupations under the headings: "Workers who feed us," "Workers who clothe us," etc. They are designed to form reading companions to the volumes on (1) England and Wales; (2) Scotland; in Nelson's "Geography Practice."

THE TEACHING OF SCIENTIFIC METHOD.

BY C. R. WARD.

Two recent writers have both stated as our aim in teaching the imparting of an attitude or habit of mind, and in the second the suggestion that mental habits may be taught by deliberate instruction. Consequently, in considering whether the scientific habit can be taught directly it is first necessary to analyse it. Non-science teachers tend to shy at the phrase "scientific thinking," forgetting that "scientific" is here used in its widest sense—meaning rational or logical.

"The origin of thinking is some perplexity," says Dewey. We meet with a difficulty, and search for some suggestion which will surmount the obstacle. If we accept the first suggestion that offers itself we are guilty of uncritical thinking, and because it is the easiest course to take is the one invariably taken by the unscientific thinker. On the other hand, if we test the suggestion first, carry on further lines of inquiry, and suspend judgment until all inferences are drawn and conclusions reached, then we are showing the scientific attitude. Since this suspense is necessarily protracted and produces an uneasy feeling of discomfort, such an attitude needs careful and assiduous cultivation.

This is the scientific attitude, and we see that it involves:

- (a) A difficulty which must be located.
- (b) Previous experience which gives rise to suggestions to solve the difficulty.
- (c) An examination of the suggestions, either by further reasoning or experiment and observation.
- (d) The consequent acceptance or rejection of such suggestions.

Having analysed the stages adopted in such an attitude we are now in the position to state the qualities or attributes possessed by a man who habitually meets difficulties in this manner. The trained scientific thinker is one who:

- (a) Locates the difficulty exactly.
- (b) Has a range and depth of suggestions to offer.
- (c) Withholds his judgment until he has tested these suggestions.
- (d) Makes his final decision in accordance with this.

A man disciplined to such thinking will refuse to accept suggestions at their face value alone, and will not be convinced of any proposition communicated to him without adequate grounds for its acceptance. The advantages of such a habitual tendency to conduct are a lessened liability to error, the power of self-elimination in judgment—so very necessary in arriving at a standard uninfluenced by personal prejudice—and an ability to meet and grapple with new circumstances.

Reference to the work of any of our great scientists will show that they have employed and developed these methods by close and constant observation of nature. Consequently, in teaching natural science in our schools we should make it a definite aim to inculcate in the boys such a frame of mind. We would seem to do so best by giving them deliberate instruction in the methods of our great thinkers and so interesting them in training their own minds.

WHEN FOLK DANCING SOLVES A SCHOOL PROBLEM.

BY A TEACHER.

In the recent school-leaving-age discussion in the House, reference was made to shortage of educational provision for adolescents. Large numbers of children have daily to travel long distances to attend schools of secondary or higher elementary type.

Miles from home, these youngsters are all day under the care of their respective school authorities. Not the least problem that arises is that of providing them all in their midday interval with some organized, healthful activity. Folk dancing is a solution to this problem.

For it can meet so successfully the need to make full recreative outdoor use for large numbers at the midday break. There is generally an hour in which the children are at a loose end. Especially is this the case where the school has no playing field or in areas where traffic is dangerous. Free play in playgrounds for a prolonged period lacks purpose for older children, and may degenerate into lounging, gossiping, or with the more "booky" type into getting on with their homework. Healthy outdoor activity is necessary between the sedentary morning and afternoon sessions. Folk dancing makes a delicious dinner-time sandwich.

A girls' school can try the experiment with great hope of success. Folk dancing can go on in the playground, gymnasium, or hall. A gramophone with good records is the only requirement.

Large numbers are needed in each set in most dances, fours, sixes, eights, or an indefinite number of couples, and as many sets may be made as the dancers require. It is an excellent socializing activity, smaller girls meeting the elder, mistresses joining in, establishing happy comradeship with their pupils.

Nor is the good pianist penalized by having to play. A gramophone is better for folk dances in time, in securing alertness, and rhythm. The person in charge has only to start the record and then joins the set. All the dances can be thoroughly learnt beforehand by each form in weekly physical training periods. Favourites and those for which good records can be obtained are "Old Mole," "Goddesses," "Childgrove," "Picking up Sticks," "Jennie Pluck Pears," and "Sage Leaf."

Inter-form competitions of the same dance rapidly become popular. They are also good practice for such contests as those arranged periodically by the English Folk Dance Society.

It is essential, however, that these midday folk dance gatherings shall not be instruction periods, but periods of pure recreation.

They are delightful moments of spontaneous jollification, expressive of the real folk dance spirit, of making merry in happy groups, amid music, laughter, and gay chatter.

Eurhythmic Successes.

The following candidates have passed the examination held on July 4th to 6th for the certificate in Eurhythmics of the London School of Dalcroze Eurhythmics: Marjorie Hilda Bonnen, Ena Margaret Churchill, Phyllis Margaret Dancy, Thelma St. John George, Elsie Hannah Herz, Sheila Campbell MacIntosh, Constance Désirée Martin, Dorothea Constance Michel, and Annibelle Jean Wilson.

COLLEGE OF PRECEPTORS.

LECTURES FOR TEACHERS, 1927-8-9.

The following courses of lectures for teachers are being arranged for the coming sessions. They will be given at the College of Preceptors, Bloomsbury Square, W.C.1, on Thursdays and Fridays, October, 1927—March, 1928, at 6-30 p.m.

AUTUMN, 1927.—Ten lectures on "Principles of Education and General Method," by T. Raymont, M.A., formerly Warden of Goldsmiths' College. Ten lectures on "The Education of Young Children," by Herbert Ward, M.A., Dean of the College of Preceptors, and Miss D. C. Chaplin, Goldsmiths' College.

SPRING, 1928.—Ten lectures on "Psychology and Teaching," by T. Raymont, M.A. Five lectures on "The Teaching of English," by P. B. Showan, M.A. Five lectures on "The Teaching of Geography," by Ernest Young, B.Sc.

It is proposed to continue the courses in 1928-9, when Mr. Raymont will lecture on "Recent Developments in Psychology as Applied to Teaching and on Comparative Education," and practical courses will be arranged on the "Teaching of History, Mathematics, Science, and Modern Languages."

The programme of lectures covering the two winter sessions is designed to help teachers in general who wish to study the principles and methods of teaching. The lectures will bear directly upon the syllabuses for the examinations for the Associateship and Licentiatehip of the College of Preceptors. They will also be useful to students preparing for the examinations for the London University Diploma in Education and for the Cambridge Teachers' Certificate.

The British Institute in Paris.

Lord Crewe, who is Chairman of the Board of Management of the British Institute in Paris, has declared that their policy is that British students of both sexes should share as much as possible the common life of their French fellow students, joining with them in their meals, their play, and their social life. The Board cordially approve the proposal under which French students will be received in the British hostel, and a proportionate number of English students in the French hostel. The Guild's headquarters at 6, Rue de la Sorbonne, is being reconstructed, but it will be open in the autumn. The universities are backing up the scheme whole-heartedly. London has given a generous lead with a promise of £200 a year for five years: Oxford, Edinburgh, Glasgow, and Liverpool have each promised £50 for varying periods. Up-to-date over £50,000 has been received or promised. Anybody wanting further information about the Guild should write to Mr. B. S. Townroe, 27, Old Bond Street, London, who will send a prospectus of the Guild on receipt of a stamped addressed envelope.

THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

The Toronto Conference.

The N.U.T. arrangements to take part officially in the proceedings of the Conference at the World Federation of Education Associations at Toronto are now fully completed. Mr. F. W. Goldstone, General Secretary of the Union, and Mr. E. Sainsbury, of the Executive, will be present in their capacity as Directors of the Federation. In addition, the Union is sending the President, Mr. F. Mander, and ten other members of the Executive of the Union, as its official representatives. Also, a large party of teachers is going across in their company and will attend the meetings. The whole company set forth in the liner *Metagama* on the 23rd July. The travel arrangements have been entrusted to Mr. Harry Smith, one of the Union's Divisional Secretaries, whose capacity as an organizer promises well for the success of the tour. Mr. Hoare, of the Executive, is reading a paper on the League of Nations, and Mr. Angus Roberts one on International Peace. The main aim and object of the Union in taking part in the work of the Conference is the promotion of goodwill among the nations.

New Parliamentary Candidate.

The Executive at its July meeting decided to adopt Mr. F. Mander, President of the Union, as a candidate for Parliament in the Liberal interest at the next General Election or earlier if opportunity offers. Mr. Mander's adoption is to fill the vacancy caused by Mr. A. Roberts' decision to withdraw from the Union's list of candidates. The N.U.T. policy in respect of representation in Parliament is to secure a spokesman for education in each of the political parties, and also to secure the election of a woman teacher. At present Mr. Cove is an elected member in the Labour Party, Mr. E. Sainsbury is adopted by the Union as a Conservative candidate, Mr. F. Mander as a Liberal candidate, and Miss E. R. Conway as a woman candidate. As will be recognized, therefore, the Union is altogether impartial politically. By adopting candidates it merely endeavours to secure that the teachers' views shall be heard in Parliament.

The Carmarthenshire Case.

This regrettable case marches slowly forward to what appears to be inevitable—the withdrawal of the teachers' services. The whole of the teachers have now been consulted by means of a series of meetings held in convenient centres in the area. Each teacher was asked to vote by ballot for or against placing his or her resignation in the hands of the Executive for use with the Authority at discretion. The results of the voting were before the Executive on 2nd July, and showed an overwhelming majority in favour of placing their resignations at the Executive's disposal. A final mass meeting of the teachers took place on 16th July. It was addressed by the President of the Union, who informed them fully of the position, and resignation forms were available for signature. With the teachers' resignations in its possession the Executive will decide at its next meeting whether and when they shall be used. The Carmarthenshire Authority has, therefore, a further period in which to arrive at a peaceful solution. Everyone concerned on the Union side is anxious to avert a break.

Vacancies and Age Limits.

The Education Committee of the Union, on the suggestion of its Higher Education Section, has considered the filling of vacancies in State-aided secondary schools by means other than those of public advertisement, and on 2nd July recommended the Executive to use its best endeavours to secure that all such vacancies shall be advertised in the public press. The recommendation was adopted. Also, acting on a further suggestion from the same section, and after a keen debate, the Executive decided that the imposition of any age limit on candidates for appointment as head teachers in elementary or secondary schools is not in the best interests of education.

The "Protected" Salary.

Lord Eustace Percy's reply to Mr. Percy Harris in the House of Commons on 27th June would lead one to suppose the Burnham Committee had decided that the "protected" salary of a teacher, viz., the salary as on 31st March, 1925, must be readjusted downward when the teacher returns to duty after absence on sick leave without pay. No such decision has been registered by the Burnham Reference Committee, for the simple reason that the N.U.T. panel of the committee does not agree. In the absence of an agreement between the panels the Board of Education decides the action to be taken. In the opinion of the teachers' panel the salary reached by a teacher on 31st March, 1925, in accordance with the scale then in operation, is specially protected by Lord Burnham's award unless the teacher leaves the service of the Local Authority in whose area he or she was then engaged. The Board and the Local Authorities' panel think otherwise.

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The President and Vice-President of the Union attended the Swiss Teachers' Conference at Zurich and conveyed to that body the good wishes of the National Union.

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Alderman Conway, J.P., a Past President of the N.U.T., has been chosen for the position of Lord Mayor of Bradford in November next.

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The Union is taking an active part in the organization of a special conference in October next on the need for advance in education. The conference will be widely representative, and will be convened by the W.E.A.

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The "Joint Six" are still endeavouring to hammer out a scheme for the federation of secondary teachers' associations with the National Union. In view of existing prejudices the outlook for federation is not promising.

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In order that the probationary year now required to be served by a teacher leaving the training colleges may be made of real value, the Executive is pressing that it shall be served in a school where the head teacher is not so tied to class teaching as to be unable to find time for *special* supervision.

BLUE BOOK SUMMARY.

Natural Science for Adults.

The Adult Education Committee of the Board of Education has issued some interesting reports from time to time, and Paper No. 8 of the series is not the least interesting of them. It discusses the place of Natural Science in the Adult Education movement, and, broadly speaking, it finds that it has at present a very small place, and there are very good reasons why that place should be much bigger. A survey of the existing provision of classes seems to show that in comparison with other studies Natural Science is neglected. Out of 1,224 courses recognized under the Adult Education Regulations in the session 1925-26, only 47 were in Natural Science. The number of students attending these courses was 935 out of a total of 26,806! It certainly is a mysterious thing that the missionary enterprise of some of the scientific giants of the last century, Huxley and Tyndall say, should have seemingly produced but temporary results. Science evidently is not popular nowadays—or not popular among the sort of people the Adult Education movement is intended to reach. They prefer History, or Economics, or Philosophy. That seems to suggest that science is thought to be only for experts and technical people: or else it is that teachers of the Huxley or Kingsley or Tyndall type are too few to go round.

The Committee, however, have not much difficulty in convincing themselves and us that Natural Science, meaning thereby Biology, Geography, Geology, and the Physical Sciences (including Chemistry) has a definite value as a humane study and can, assuming the right kind of teacher, be made a profitable educational subject. One of the difficulties has been to find teachers of wide knowledge who are capable of inspiring interest in Natural Science as the study of the conditions of human action. This the Committee think is due in great measure to "the modern methods of teaching science in the universities. These methods have the object of producing specialists whose aim is the advancement of scientific knowledge within a closely defined field." Dr. Harold Wager stressed this obstacle in his evidence before them. It is not easy, he said, to get a teacher who will be successful in avoiding the two pitfalls—making the teaching too elementary for grown-ups or too technical and specialized.

The report pays a good deal of attention to biological studies. The evidence goes to show that Biology can be taught effectively in a variety of ways. It has particular attractions for the adult student because it relates to facts within his experience, and because the conclusions which he can draw have a direct bearing on his daily life. It has the advantage, too, that no elaborate apparatus is required, and the experience of such tutors as Mr. Norman Walker, at Leeds, Mr. Walter Brierley, in London, Mrs. Adams, at Cambridge, and others proves that biological studies can be pursued under the most homely conditions and a really high standard of knowledge can be reached by the ordinary man and woman with but a modicum of education. The argument runs the other way in the case of Physics and Chemistry—laboratory apparatus is essential here, and considerable mathematical knowledge is required by the students for

advanced study. The Committee suggests that there is one avenue of scientific study that might be explored more thoroughly than it is—they refer to the History of Science. This would take on a rather definite biographical aspect—but even so, there is no doubt that it is quite possible thereby to inculcate the scientific attitude of mind if the lecturer can induce his students to put themselves at the point of view of such discoverers as da Vinci, Galileo, Priestley, Faraday, and Fabre.

The whole report deserves to be widely read by people interested in the Adult School movement. Its price is only sixpence.

Medical Inspection in London.

Volume 3 of the Annual Report of the London County Council contains the Report of the School Medical Officer. It runs to close on a hundred pages, and shows again the enormous care the medical department gives to the conditions under which the Education Committee carries out its functions. What medical inspection has done and is doing is illustrated, as last year, by some interesting photographs of groups of children in two typical schools in 1894 and in 1924. No better argument could be produced perhaps than these bits of concrete evidence of the contrast between the two groups of boys from a Bermondsey school and of infants from a Southwark school. Not all the parents, it seems, are persuaded that there is not something sinister in the work of the L.C.C. medical staff. Prejudice and ignorance still exist—read the proof on page 79. Said one parent in reply to the visitor who pointed out the need of dental treatment for her child: "I desire my daughter's teeth to remain as they are; the same power that placed them there will make due change when necessary." And another asked: "What was our teeth given us but to eat with and you wants to draw them"; while a third would "take her to a proper dentist when her teeth ache." Still, as 75 per cent. and more of the children needing treatment eventually obtained it, the malcontents are in a minority. If dental defect is ignored the proportion of children treated works out at over 80 per cent., most of whom were dealt with under the Council's scheme.

The report pays tribute to the work of the school nursing staff (it numbers over 330). The first nurse was appointed in 1901, and so prevalent was ringworm in those days that she was known as the "ringworm nurse." Even in 1911 there were 6,214 new cases. The number has dropped now to 1,029. "When I first went round London Schools in 1902," wrote Dr. Kerr, a former Medical Officer to the London School Board, "nearly every school had from four to six children, the back of whose heads was crusted with a thick mass of scabs, exudation, and lice." That no such case exists now, is due to the work of the nurse in the schools.

PROJECTIVE GEOMETRY: by C. V. Durell. (Macmillan. 7s. 6d.)

This is a revised and abbreviated form of Part II of Mr. Durell's "A Course of Plane Geometry for Advanced Students," which has been found very useful indeed. E.F.S.

NEWS OF THE MONTH.

The Centenary of University College, London.

The event of the month, from a university point of view, has been the centenary celebrations of University College, Gower Street, which were inaugurated by the King and Queen. On the second day, Prince Arthur of Connaught dedicated the new Great Hall, which also serves as a memorial to the three hundred who fell in the war. Anybody who remembers the old Lecture Theatre of the college will know how inadequate it was for the purpose of public and ceremonial functions. The new hall is the transformed Church of All Saints near by, which has been cleverly reconstructed for its new purpose. It will hold about 1,500 people, and on the platform is a room which moves forward on wheels, and can be extended to hold sixty people.

Are we a Musical Nation?

Professor F. C. Burkitt, at the Summer Conference of the Music Masters' Association, held in Cambridge last month, expressed the opinion that seventy-five per cent. of the population did not really care for music, though they might like the words of a song or could admire technical skill. Only five per cent. were definitely musical and enjoyed music in its purest form, the string quartet; five per cent. more became so if they had the opportunity; another five per cent. could gain appreciation if they lived in a musical atmosphere, another five per cent. was definitely unmusical, and the rest hated music, but were prepared to admit its value for those who like it. All which seems to settle the question—Are we a musical nation?

Private or Independent Schools.

The Private Schools Association has changed its name. Two extraordinary general meetings of members have been held and they have decided that henceforth their body shall be known as the "Independent Schools Association Incorporated." The Association, which has existed since 1884, still has for its policy the protection of those numerous efficient schools which maintain their independence of administration and curriculum as contrasted with other institutions more or less under public control. Since Public Authorities often know them as independent schools the members are of opinion that "private" has become obsolete for description or definition.

Changes at Birmingham.

The Court of Governors of Birmingham University have revised their twenty-six years' old Charter, and the statutes made thereunder, and the King in Council has approved. Henceforth the Vice-Chancellor will be the "Pro-Chancellor" and the present Pro-Vice-Chancellor will be called "Deputy Pro-Chancellor." The Pro-Chancellor will also be the Principal, and instead of being appointed by the Crown as hitherto he will be appointed by the Court of Governors on the recommendation of the Council, who will first consult the Senate, which will also now have power to elect three members who are not professors of the university. The composition of the Court of Governors and of the Council have both been enlarged, but the Dean only of the Faculty of Medicine will represent it on the Council, without the additional

representative. Power also has been given to add a Faculty of Law to those in Science, Arts, Medicine, and Commerce.

Some New Appointments.

Mr. F. L. Clark, M.A. (Oxon.), Senior Master of the Priory County School, Shrewsbury, has been appointed head master of the new County Secondary School for boys at Epsom, Surrey. There were 180 candidates.

For a similar post at Wallington, 179 applications were received. The Surrey Higher Education Committee recommended the appointment of Mr. Walter T. Hutchins, M.A., at present second master in the Central Foundation School, London.

Mr. William David Evans, M.A., head master of the Hanley High School, Staffordshire, has been appointed head of the Battersea County School.

Miss K. A. Corner, Superintendent of the women's classes at the Woolwich Polytechnic, is the new head mistress of the Clapham Trade School for Girls.

Grant-earning Schools.

The Board of Education have issued a new edition of their list of grant-earning and other secondary schools in England which are recognized as "efficient." At the end of the volume is a list of efficient preparatory schools. But in addition to giving the names of some hundreds of schools the list also gives for each 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 1st last, boarders being shown separately. The price of the book is 4s. 6d., and is obtainable at any of the offices of H.M. Stationery Office, or through a bookseller.

Head Mistresses Association.

At the meeting of the Executive Committee of the Association of Head Mistresses, held on Saturday, July 9th, Miss Lowe, M.A., Med. and Mod. Lang. Tripos, Leeds Girls' High School, President of the Association, presided for the first time since her election, which took place at the annual conference held at Somerville College, Oxford, on July 1st and 2nd. Miss Brock, Litt.D., Marv Datchelor Girls' School, Camberwell, was elected Chairman of Committee.

History for Thought Training.

The Historical Association has published an essay in pamphlet form, on the study of history in schools. The author is Mr. F. Crossfield Happold, Senior History Master at the Perse School, Cambridge, and he treats the subject from the point of view of a teacher who desires to make history a means of training in the art of thought.

The Boy who Tells Lies.

Sir Maurice Craig told the Parents' Association something about the Hyper-Sensitive Normal Child. To the question, "Did you break it?" the sensitive child might lie, and stick to it. If the question had been, "How did you break it?" that defence need not be set up. When boys were brought to him as liars his advice to them always was, "If you tell a lie in haste, add quickly, 'I didn't mean that.'" No blame attached to a mistake.

LITERARY SECTION.

BOOKS AND THE MAN.

A Free Woman.

ANGELA MERICA AND HER TEACHING IDEA (1479-1540) :
by Sister M. Monica, Ph.D. (Longmans, Green,
and Co. 21s.)

(Reviewed by Professor J. J. Findlay.)

What shall be done with our superfluous girls, especially when we have no dowry to marry them off with? This was a grave question throughout Northern Italy in the days of the Renaissance, and in this well-documented book Sister Monica, hailing from an Ursuline School in Ohio, U.S.A., tells how one wise and capable woman solved it for her day and generation. In the popular view there were only two alternatives—the convent or “the streets”—but Angela Merica insisted that a third road was possible, and after demonstrating her faith by her own life as a single woman, full of piety and good works, she established a company, in which all women of her mind could be banded together for mutual encouragement. The unique feature of her position was in her denial of the necessity of vows. Not that she decried the “enclosed” life of the nunnery; no devout Catholic could do that: but she held that a woman, in any social class, could remain virtuous, pious, useful while living at home, if she resolutely determined to adhere to a “Rule,” and, by so remaining, she might render greater service to God and His Church than if she were lost to sight and sound shut away in some remote convent. When one comes to think of it this was a most sensible idea: and ranks Angela Merica among the great women who have fought for emancipation. Naturally, the “worldly” folk did not appreciate the proposal: what can be more annoying, amid a crowd of frivolous, luxurious men and women, to have continually about you a pleasant but more serious and pious girl who won’t dance or “dress,” but continually reminds you, if only by her presence, that she is a model of virtue, and you are a miserable sinner. “Go, get you to a nunnery!” But she won’t go! And the problem had economic bearings, also. When a young heiress took the veil, the Church took her property; if she stayed at home and merely resolved to be celibate, the economic position became complicated; the feudal system was scarcely adapted to meet the views of an Ursuline Community.

This biography is equally interesting as a study in psychology. When Angela made her pilgrimage to Palestine she lost the use of her eyes before landing on the sacred soil: she, however, insisted on continuing the journey, following step by step the footsteps of her Redeemer: as soon as she left the Holy Land and set foot in Candia her sight was fully restored. This incident naturally spread her fame throughout the Catholic world and laid the basis for a prestige which in due course enabled her to found her Order. Modern psychology interprets the experience in terms of auto-suggestion and the sub-conscious: modern theology is ready to compromise, believing that Divine Providence may work its will through such channels.

Thus came into being the great society of St. Ursula: this pious record, based on endless research, links the

legends of a British martyr first with a notable aspect of the Renaissance and then with schooling and education in the United States. As one reads page after page the book grows tedious: the eulogies are too pronounced: the sentiments too luscious. Yet if one wishes to get a clear view of the inner mind either of the women of the Renaissance, or of the devout Catholic in our epoch, one should pay regard to Sister Monica’s account of “Angela, Teacher of Teachers.”

It is true that her special plan for cultivating the religious life was presently abandoned by the Ursulines: the position indeed must often have been paradoxical, and one cannot be surprised that the conventual life became the rule under St. Angela’s successors. Yet the example remained, and through other channels her method of life for the single woman in the Catholic world has found acceptance; while the Ursuline Order has continued as a powerful teaching corporation, founding schools and educating children in all parts of the world, always maintaining the first “Teaching Idea” of the founder. “Their product is eminently the woman-of-the-home.”

REVIEWS.

Thomas Carlyle.

THOMAS CARLYLE: by Mary Agnes Hamilton. (Leonard Parsons. 4s. 6d.)

This volume is one of the “Roadmakers Series.” There is something about the word and a whole fraternity of similar words, roadmakers, forerunners, torchbearers, pathfinders, and the rest, to make you instinctively distrustful; they seem to provide an easy, popular way round, not into the work of separate individual writers. Among other troublesome questions, it is difficult to make up your mind exactly what can be the qualities which distinguish a “roadmaker” from an ordinary writer. Would you call Shelley a “roadmaker,” or Donne? In prose, Swift or Defoe? Every creative artist, allowing the term its widest sense, is supposed to, does, if he succeeds, in some measure enlarge or rarify your consciousness of the outside world. Is that “roadmaking”? Perhaps “roadmaker” is simply a high-sounding though unwieldy synonym for “good artists,” recommended by its sonorosity, weight, and supposed journalistic appeal, on the same sort of principle that inclined Anglo-Saxon poets to use “whale-path” as an attractive and impressive synonym for the sea? And then, alas, it suggests a tendency evasion, generalization, and commonplace, which Miss Hamilton’s text does nothing to dispel—to platitude even. Were you securely confident that the loneliness of genius is now a worn-out and discarded theme—here is Miss Hamilton writing:

“Genius is, from one point of view, the power of communication. Yet the possession of that power carries with it a tragic knowledge of its limits. Is there not something ultimately incommunicable in every human soul? Are not suffering and loneliness the marks of consciousness? Moreover, success has its penalties”

And the foregoing passage is all the more remarkable, extracted from a chapter on Carlyle in London—a period for which there is such ample material as, you would have thought, to preclude the necessity of padding—among the most interesting Mrs. Carlyle’s lately published letters to her favourite cousin, Babbie.

However commendable reticence about the detail of a writer’s life, surely, once the facts are out, there is no excuse for falsification. Miss Hamilton glances lightly over Carlyle’s miserable relations with his wife: “If, in their forty years together, there were some hours, even some weeks of unhappiness, the fact is hardly remarkable”—which makes complete nonsense beside the evidence of Jane Carlyle’s own letters. In some obscure way devoted no doubt they may have been, but it is hard to avoid the conclusion that Carlyle had a talent for enveloping himself and his wife equally in an atmosphere of peculiar, and it will sometimes appear, almost unvaried wretchedness. Their life

together was, in Mrs. Carlyle's own phrase, "the valley of the shadow of marriage," an unending defile of stress, ill-temper, hypochondria. That is the landscape her delightful narrative to Jeanie Chrystal describes—misery and blue pills, with certain distractions: her curious, half-sentimental friendships with Mazzini and Cavaignac, the refreshment Carlyle managed to enjoy in Lady Harriet's society, the faithful Helen, until she was found to be a hopeless drunkard and sent away, and the dog, "little Nero," who tried to imitate the swallows and jumped out of the library window, until he got himself knocked over by a carriage in Hyde Park, shammed dead, and brought on Mrs. Carlyle's fatal seizure, betraying Carlyle into pitiful effusions of (why not admit it?) rather maudlin, rather Scotch regret.

PETER QUENNELL.

English.

THE HEART OF EMERSON'S JOURNALS: Edited by Bliss Perry. (Constable and Co. 7s. 6d. net.)

Perhaps there is nothing which gives greater delight to the lover of pictures than a collection of the rough sketches, the studies in wash, in pencil or crayon, of a great artist. There is a freshness and charm about such sketches which is sometimes less evident in the more ambitious work. The extraordinary skill, the fine quality of technique, the sureness of touch, is, perhaps, more easily recognized and understood. Such sketches are intimate things which seem to bring one into personal relationship with the artist.

Much as you may have admired his greater works, their very greatness seemed to place their creator out of your reach; but these little sketches reveal the man to you, and you feel that, through them, you may count him among your friends. And because of this further knowledge you find new pleasure and new beauty in his pictures; you feel you have a fuller understanding and appreciation of them.

The diary and journal are to the writer what the note and sketch books are to the artist. Emerson himself describes them as his "savings bank"—an apt description, for in them the writer accumulates his wealth, on which he can draw as need arises. And the pages of the journal have much the same charm for us as the sketches from the artist's note book.

Lovers of Emerson will therefore be grateful to Mr. Bliss Perry for collecting in a handy volume these extracts from the journal, in itself a work of some ten volumes, and therefore hardly likely to reach the general reader.

The title implies that here we have not merely extracts, but the vital part of the Journal, that which animates and quickens the whole body; and it may well be that this is so. The present volume is, at any rate, a treasure house of good things; the record of the thoughts and experiences, the aspirations and desires, of a great man; written with all the charm and delicacy which we associate with Emerson's writings. In these pages we not only renew but deepen our knowledge of him, both as a writer and as a man.

Of special interest are his comments on contemporary writers, and his impressions of religious services in the great churches and cathedrals of Europe, his views on men and manners, and the glimpses of social life which we get from time to time, all make very companionable reading.

So many are the books written for teachers that we sometimes wonder if amid all the wealth of text-books and manuals, those engaged in the training of children have any opportunity for furthering their knowledge of general literature. Yet we are convinced that it is in the field of general literature that teachers will find their greatest help and inspiration in their work. We recommend this book to the notice of our readers. It will prove a valuable addition to the teacher's library. P.M.G.

GREENLEAF THEATRE ELEMENTS: No. 3, Production: Constance Smedley. (Duckworth and Co., Ltd. 6s. net.)

We have not seen the first two volumes of this series, but, if they are as good as this one, their author is doing a real service to the art of the theatre. As a rule people think too much of the entertainment of the theatre and too little of its art. True, we think of the art of this or that actor, or of the playwright, or of the costumier, or of the scene painter; but we do not sufficiently think of the art of the presentation as a whole—the embodiment of an idea, alike through scene, action, and sound.

It is with this unity in production that the present volume deals. As in pictorial art the same scene may be represented either in black and white, or as a wash drawing, or with strong pigment, so the production of a play may take on varying forms; but, whatever the medium chosen, there must be consistency, harmony

and appropriateness of treatment. Certainly, this is a book to make us think and one which cannot fail to be helpful towards an intelligent study and analysis of dramatic work.

The author, in her preface, uses the words "simple and concise," and we can think of no words which better express her treatment of the subject. And what treatment could be better? P.M.G.

LET'S PRETEND: Georgette Agnew. Illustrated by E. M. Shepard. (J. Saville and Co., Ltd. 5s. net.)

This is a collection of poems written for children. As the title suggests the verses are of the realm of make-believe, where nothing is impossible. This is the right spirit for childhood, and there is, moreover, real poetic feeling in many of the poems. Mr. Shepard's illustrations will, we are sure, be a source of joy for both old and young. The volume is tastefully bound and makes a very charming gift book.

A CENTURY OF ENGLISH LITERATURE, 1780—1830, Books I and II: edited by A. A. Cock and M. J. Steel. (Arnold and Co. 2s. 6d. each.)

To accept unquestioned a critical opinion on an author's works, even though that judgment be passed by an acknowledged expert, is a practice which cannot but be bad for literary students. Yet this is a proceeding to which many are driven by necessity. In the first place, it is impossible as a rule for the writer of a history of literature to include adequate illustrative passages in support of his conclusions, while in the second place the student does not as a rule possess a private library of sufficient scope for him to be able to refer to all the authors and books which have been discussed. The result is that he tends to acquire by his studies nothing more than a mass of undigested criticism. It is in the prevention of such a state of affairs that the value of these volumes lies. They form a companion to Professor Elton's four-volume "Survey of English Literature," and contain a series of extracts illustrating his remarks upon the writers with whom he deals. Before most of these extracts short quotations from Professor Elton's Surveys have been prefixed and form an immediate reference to that work. Combined study of the survey and these companion books should prove of inestimable value to students of English literature, and the publishers to whom this enterprise is due are to be congratulated, as are also the editors for the skill they have shown in their selection of passages. V.H.S.

THE BOOKMAN TREASURY OF LIVING POETS: edited by St. John Adcock. School Edition, Parts I and II. (University of London Press. 3s. 6d. each.)

The re-issue of this anthology in its present form for school use is in itself a sufficient proof that it has been recognized and appreciated as a valuable contribution to literature. Anthologies are perilous undertakings, as the limits of space necessitate choice which must be personal. To apply an intellectual touchstone to all the available material courts disaster, and Mr. Adcock has happily remembered Samuel Daniel's test of poetry, which is wide and generous enough to admit everything which contains the elements of poetry. "Whatsoever force of words doth move, delight, and sway the affections of men, what Scythian sort soever it be disposed or uttered: that is true number, measure, eloquence, and perfection of speech." The anthology, moreover, is not confined to the British Isles, but gives, perhaps for the first time, due consideration to the poetry that is being written in the British Dominions overseas. The present value of Mr. Adcock's work is obvious and our debt to him undeniable, and we may hope that this anthology will be received by future generations with as much gratitude and appreciation as we accord to the compilers of "England's Helicon" and "A Paradyse of Dainty Devises." V.H.S.

FRANCIS THOMPSON: THE POET OF EARTH IN HEAVEN: by R. L. Mégroz. (Faber and Gwyer. 12s. 6d.)

Mr. Mégroz's critical method shows perhaps to even greater advantage in his volume on Francis Thompson than in the earlier volume on the Sitwells. In introducing the poetry of Francis Thompson to a wider circle of readers he is dealing with a poet of indisputably high rank whose work is all before us as it appears in the first flush of promise, in maturity, and in its rapid decline from meridian splendour. A final judgment is possible in Thompson's case, whereas in the case of the Sitwells the critic must move cautiously, for he is giving hostages to fortune at every step. The poetry of Francis Thompson, again, is in a recognizable literary tradition; it has so many

facets, so many points of contact with the poetry of the past, that a critic of the wide reading and catholic taste of Mr. Mégroz has the fullest opportunities for the exercise of the critic's functions, of intelligent and sympathetic interpretation on the one hand and on the other of the application to his subject of critical principles based on the experience of the ages. Mr. Mégroz's chapters on the mystics and nature poetry are of especial interest.

THE THREE SITWELLS: A BIOGRAPHICAL AND CRITICAL STUDY:
by R. L. Mégroz. (Richards. 8s. 6d.)

In "The Three Sitwells" Mr. Mégroz portrays with skill the somewhat elusive personalities of the poets Edith, Osbert, and Sacheverell Sitwell. Mr. Mégroz's portraits have the charm of all good literary portraiture, and will at the same time help readers who have not followed the artistic evolution of the Sitwells to enter with understanding into aspects of their work that may appear at first sight wayward and capricious. The lot of the Sitwells has been that of all pioneers. They have been slighted or derided and later accepted more or less reluctantly. The Sitwells have experimented with matter new to poetry and with imagery of a novel kind, which, if it can be acclimatized, may give renewed vitality to poetry or even extend its borders. Mr. Mégroz is an interpreter rather than a judge; he analyses and explains, and thus helps us to understand, if not necessarily to accept, the ideas of the Sitwells. He shows us much to admire in their work, though he is by no means indiscriminate in praise. It is just to the Sitwells to say that putting aside the question of the value of their contribution to poetics they display in their work an enviable artistry and rare deftness and ingenuity in the handling of English metres. Mr. Mégroz's incursions into critical theory are among the most valuable parts of a book that will be read with pleasure by all to whom poetry as an art appeals.

SCOTT'S NARRATIVE POETRY: by A. J. J. Ratcliffe, M.A.
(Nelson and Sons. 1s. 6d.)

These fine poems are put into a very handy form, with good introduction, clear letterpress, and explanation in notes, while the various heroes and heroines are fitly introduced so that no reader of the poems need be satisfied with words and rhythm, but will read reasonably and see the plot of the whole. The book is so handy and convenient that it may be slipped into the pocket and serve as a real companion during a visit to Scotland.

R.L.G.

History.

FROM CONSTANTINE TO BISMARCK: by A. B. Archer. (Cambridge University Press. 30 illustrations; 9 maps. 4s.)

Mr. Archer has tried to supply a "first serious introduction to European and American history" for middle forms. He has nothing new to say, nor method to advocate. The merits of the book are an admirable plan, the telling of the story around outstanding figures, and a correctness of detail. The history of 2,678 years is treated in 226 pages, and, in my opinion, there is too much detail for middle form work.

HARPER CORY.

EUROPE IN THE NINETEENTH CENTURY: by A. J. Grant and H. W. V. Temperley. (Longmans. 14 maps. 12s. 6d.)

A history, not of different nations but of Europe itself, this work is an example of how history should be told.

"The hundred and fifty years embraced by this book are full of wars, which were almost certainly more destructive of life and property than those of any similar period in history." The cause of these wars was unquestionably fear. From the dawn of nationality, fear and the greed of wealth have been the motive powers of pugnacity. Some would argue that man is and always has been pugnacious. I contend that history proves that argument to be fallacious, as the works of the Rivers-Smith-Perry school show with convincing evidence. It was not until civilization had made great progress and the desire for domination filled men's minds (a result of the introduction of private property) that man became truly pugnacious. This idea of pugnacity arising out of fear is so clearly shown in the first portion of the book that the work becomes a brilliant contribution to the study of world peace. The French, desirous of adjusting domestic affairs, overthrew the Monarchy. The monarchs of Europe, regarding their lands and subjects as private property, viewed the situation with fear and pugnacity. Attempting to coerce the French people, they filled them with an intense patriotism based on the fear that France would be subjected to a despotic, international partition. When the French "solemnly declared that they would grant fraternity

and help to all peoples who desired to recover their liberties—a plain invitation to all peoples to rise against their governments and a plain menace to all governments who believed that their peoples were anxious to rise against them"—they turned all the Courts of Europe against them. The rulers were afraid of France, and France feared the rulers. War was the result.

The authors give a penetrating picture of Napoleon I which I prefer to the biography by Herr Ludwig. A child of the revolution, Bonaparte changed what had started as a great liberating force into a campaign based upon a desire for absolutism. The right to rule France was to be in the hands of those who controlled the largest amount of physical force. "The Monarchy had been overthrown by violence, the Republic had been established and had been saved by violence, it was by violence that Robespierre had risen and by violence that he had been overthrown. It was natural, therefore, that France should be at last ruled by violence in its highest development—not by the unruly mobs of the Paris streets, but by the trained and victorious legions of France itself." War is merely organized violent behaviour. Trading upon the imagination of the people, Napoleon gained command of the army. Forgetting the principles of the revolution, he waged war upon Europe, not as the master, but as the slave of the nation. "If the French were not continuously dazzled by victories and glory the old ideals of the revolution—liberty, equality, and fraternity—would come back to their minds, or they would think again of the high place held in an admiring Europe by the old Bourbon Monarchy." Teaching Europe the science of warfare, Bonaparte aided France to a prosperity thoroughly artificial, but at the same time his military campaigns fused small peoples into patriotic nations intent upon preserving their freedoms.

The book shows the folly and danger of secret diplomacy in an illuminating manner. Napoleon departs, nations come into their political and cultural freedom, but fear remains. Anxious to attain the power of Napoleonic France, the Great Powers make an intensive study of militarism. Alliances are formed, and by the use of secret clauses, suspicions, fears, and hatreds are engendered. Out of the secret agreement of the "Entente" developed the Morocco Crisis. "The Algeiras Conference met and marked a milestone on the road to Armageddon." "From 1906 onwards crises regularly occurred every two or three years until 1914, and in each crisis the Anglo-French-Russian Entente faced the Austro-German Alliance, with Italy fluttering distractedly in the background. There were no longer any neutrals whose influence counted." Europe was an armed camp, "for the principle of fear dominated the politics of individual states and of collective groups alike." By August, 1914, "the ambitions, the fears, and the hatreds of the two groups had plunged the world in darkness." The italics are mine.

The book closes on an optimistic note, for the 150 years dealt with "also see a series of efforts to avoid war and to link together the nations of Europe and the world, which are more serious and more conscious of the goal aimed at than anything that the world had previously seen. The organization of the League of Nations therefore comes as the logical result of this period." By allaying the fears of the nations, the League may yet bring about the long-sought-for world peace.

I commend this book to those who teach and those who like history, also to those who dislike history, but appreciate a good story told with clearness, vigour, humour, and sympathy. The maps are exceptionally forceful, and the publishers are to be complimented for the excellence of the typography.

HARPER CORY.

PREHISTORIC MAN: written and illustrated by Keith Henderson. (Chatto and Windus. 7s. 6d. net.)

It has been said: "What a work of art is man." Perhaps, in our more gloomy moments, we might laugh at this as many have laughed at the lines: "Oh! to be in England," but when all is said and done man—proudly termed *homo sapiens*—is a remarkable creature. Doubtless some readers may object to the word creature being applied to such a noble animal; others will say that animal is even worse! It cannot be helped: the work of serious investigators has revealed beyond any shadow of doubt that man has not remained unchanged, but that he has slowly risen from an animal ancestry to his present position. Those who are not repelled by this idea will welcome this book, which attempts (and we think with success) to tell the tale of this gradual evolution in language which is simple and largely free from technicalities. A book of this kind usually produces

an excellent effect upon the reader. He is interested, his mind is kept alert, he is ready with his criticism, and his outlook on life is broadened. He is forced to realize that his own struggles and difficulties are small compared with those which presented themselves to his pre-historic ancestors, and yet he can hardly fail to realize that his own individual existence, insignificant as it may seem, does and must play some part, however small, in the great evolution which never ceases. The narrow specialist in any field is apt to miss the broad view, and we suggest that a general but elementary survey of the whole subject such as is provided by this book is of great value in itself and also provides a sure foundation for further study. Those who wish to read more deeply will find the bibliography most useful. The book is splendidly illustrated, well printed, and artistically bound. We have great pleasure in recommending it to our readers, and feel sure that it would make a most useful addition to the shelves of any school library.

J.R.

LIFE IN REGENCY AND EARLY VICTORIAN TIMES. With 150 illustrations: by E. Beresford Chancellor. (Batsford, 25s. net.)

We are tempted to use Charles Lamb's saying for this book: "W-well, for those who like this kind of thing, I sh-should think it would be ju-just the k-kind of thing they would like." And even pay twenty-five shillings for it. A handsome volume, with many contemporary illustrations. We see the period as from a club in Pall Mall. The bucks, the pleasure gardens, the costumes, the prize-fighters, the theatres, and arts, social and other—they are all here. There is, however, a sense of something being left out. One reaches down one of the Hammonds' books, and suddenly realizes what has been left out—the people of England. However, those who are not irked by an omission of this kind will find the volume full of curious, entertaining, and even instructive matter.

R.J.

Scripture.

ELEMENTARY CHRISTIANITY: by Cyril Alington, D.D., Head Master of Eton College. (Longmans, Green, and Co., Ltd. 2s. 6d. net.)

This is one of the Bishop of London's most useful series of Lent Books. The Bishop writes a short preface, in which he assures his friends in London that Mr. Alington will give them something "useful and helpful." The object of the book is to clarify the half-doubting attitude of vast masses of Christian folk. The curious fact that, while the "Christian Spirit" is permeating all and every human progressive movement, yet Christians themselves often question the foundations of their faith. To guide men to think clearly on the faith they profess is a difficult task, but Dr. Alington has approached his task with courage and conviction. To many engaged in a like task of teaching this book will bring much ease and some comfort. All the intellect of the world is not on the side of the doubters; and, verily, it requires effort and thought to become a disciple of the Risen Christ. "Blessed are they who have not seen and yet have believed."

R.L.G.

A COMMENTARY AND QUESTIONNAIRE ON THE GOSPEL ACCORDING TO ST. MARK: by the Rev. Canon J. R. Wynne-Edwards, late Head Master of Leeds Grammar School. (Sir Isaac Pitman and Sons, Ltd. 6d.)

This is a fascinating little book on the first Gospel, intended for students who have no class or tutor. It is evidently the result of years' experience in teaching the boys of the Leeds Grammar School; and well have they been taught! It should be put into the hands of candidates for confirmation as a real introduction to the study of the Bible, and it would not be out of place in every teacher's library. If this is a specimen of many such to follow we may rest assured that our boys and girls will become students of the finest literature, and be able to teach it with simple conviction and a better knowledge of the text and the Life it enshrines.

R.L.G.

ANCIENT PALESTINE: by the Rev. James Baikie, F.R.A.S. (Published by A. and C. Black, Ltd. 2s. 6d.)

This book is excellent in every way. It is plain, descriptive writing, with maps and illustrations. We require some such simple handbook to make our youth at home in the rather confusing geography of the Bible. The parallel lines of hills, plains, and waters are useful helps to the understanding of the physical features of the land. Only a visitor and student of Palestine could give so useful a preface to the study of the Bible.

R.L.G.

Art.

EMBROIDERY AND DESIGN IN THE NEW STITCHERY: by Elizabeth Glazier Foster. (Pitman. 5s.)

This book is intended to be a practical handbook for teachers—busy teachers—Mrs. Elizabeth Glazier Foster says in Chapter I. It is one of the text-books of the E.N.A. School of Needlecraft and advocates the method of embroidery design and pattern-making from stitches, while discouraging the bought pattern and machine-made transfer—a sound method which has been successfully demonstrated. The single borders and geometric designs shown in the many diagrams should be well within the scope of the children by whom it is intended they should be executed, and the four plates show effective combinations of stitches and colour. There is much repetition, but this is probably helpful to the children in practice though unnecessary to the teacher of needlework, but the real usefulness of the book to busy and up-to-date teachers must surely be obscured by the many digressions into pretentious and sentimental writing. In the foreword by Miss McMillan and in the introduction by the author the beauty and charm of the method of stitchery are adequately proclaimed, yet on almost every one of the 173 pages we are told again of the prettiness or daintiness or charm of the construction or decoration and we read of "little needle artists," "little school embroiderers," "little learners," "little needlecrafters," "little cordmakers," "youthful sewers," and "good, little, school, needlework artists," etc., etc. The "busy teacher" must plough through this sort of thing in order to get at the really useful help to be found in the book!

A.B.J.

Geography.

THE OXFORD GEOGRAPHIES: CLIMATE AND GEOGRAPHY: by W. J. R. Howarth. (Oxford University Press. 53 pp. With diagrams and tables. 1s. 6d.)

This is a small work of some 53 pages, giving in a clear and lucid way a scientific account of the various aspects of climate. It deals with all the varieties and combinations of temperature, rainfall, barometric pressure, and winds, and the various ways of expressing these in maps and charts. More examples of maps and charts would have been advisable. Writers of School books should always remember that a graphic language is more clearly and readily apprehended by the young than a verbal language, and, especially in geography, pupils should learn to express themselves readily in the map and chart language. Apart from this the book is an eminently suitable one for pupils in the higher forms of a school who need some more substantial treatment of climate than is given in a general text-book. The book is well printed and presented, except for the limp covers, which persist in curling up at the corners in an irritating and aggressive way. Whether for home or school use limp covers should be taboo.

W.P.W.

Physiology.

THE HUMAN BODY: by Trevor Heaton, M.D. (Messrs. Chatto and Windus. 7s. 6d. net.)

On turning to the preface to this volume of "The Simple Guide Series" we find that "the purpose . . . is not so much to impart instruction as to awaken interest in a subject whose approach is usually guarded by a ring-fence of technicalities." This should be enough to make most readers anxious to read the book if only to see whether their interest is awakened! Let us assure them that it will be: the book is full of interest from the first page to the last. We are led to look upon the human body as a something more than a mere mechanism, and, although for the purposes of anatomy the body must be studied in all its parts in somewhat the same way as one would study a machine, this broad outlook, which is made known to the reader in the very first chapter of the book, must help to make the study more interesting. Topics such as "Food and digestion," "The circulation of the blood," "The nerves and the brain," "Internal secretions," and "Reproduction and development" are discussed. The treatment is not profound, there is a striking absence of technical terms which usually frighten the layman before he has given the subject a fair chance, but the information contained is accurate and the presentation is simple and sincere. The illustrations, some of which are diagrammatic and some of which are reproduced from technical works, are excellent and will explain any little difficulties which may arise. The printing and binding are both of good quality, and the price of the book is moderate.

R.

READABLE PHYSIOLOGY AND HYGIENE: by J. A. Campbell, M.D., D.Sc. (G. Bell and Sons, Ltd. 3s. 6d.)

"The proper study of mankind is man." Popular sayings are apt to become so familiar that their true significance is forgotten. It is a curious fact that men will spend time and money on making perfect some piece of machinery, or in keeping such mechanism in perfect "tune." They pride themselves upon the conditions of their motor-cars or their yachts, but they frequently give little or no thought to their bodies. Perhaps this is as well: we do not want a race of mollycoddles nor of hypochondriacs, but it is folly for men to remain totally ignorant of the principles of the human body. This excellent volume gives in simple language the main facts concerning modern physiology and hygiene. It should prove useful to those who hope to pursue a medical career, to those who are interested in hygiene but are not taught the subject in schools, and to those adults who are anxious to know something of the mysteries of the human body. The book is well illustrated, authoritative, and interesting, and if the principles discussed are appreciated we may hope for a hardier and healthier race in the future.

J.R.

Economics.

THE GROUNDWORK OF ECONOMICS: by H. A. Silverman, B.A. (Pitman's. 4s. 6d.)

This book is marked on the title-page as being: "For Matriculation and Higher School Certificate Candidates." It ends with 128 "test questions," and there is a notice of an accompanying booklet of "Test Questions and Hints for Answers."

It is a thoroughly practical text-book for students of the kind indicated. It covers the usual range, and does not leave "Money" entirely to a separate volume, as do many introductions of this kind. A well-arranged, practical, useful handbook.

R.J.

ECONOMIC SUCCESS: by William Morse Cole. (Macmillan, New York. 6s.)

GENERAL SOCIAL SCIENCE: by Ross L. Finney, Ph.D. (Macmillan, New York. 7s.)

One feels that these two books should be reviewed by a hard-shell Communist, one who knows his Marx, and has perhaps written for *Plebs*. The review would make bright reading. It would probably let off Dr. Finney with a caution—and a snort at the picture of Labour and Capital shaking hands so warmly on page 291 (with some speculation as to why the artist has made Capital offer one hand, and Labour both). But we fear that Mr. William M. Cole might almost be roughly treated.

If a Communist reviewer ever allows himself to condone G. B. Shaw so far as to quote him, our imaginary reviewer might here accuse Mr. W. M. Cole of being one of those "vilest abortionists" who "attempt to mould a child's character." And now that G.B.S. has come into the story, we may fairly ask, since the said G.B.S. is notoriously a Socialist, whether he can truthfully be described as assuming "a world in which people are unselfish, energetic, wise, and fond of caring for others and being cared for?" (p. 294.)

The educational atmospheres of England and the States are so different that neither of these books is likely to be largely used as class-books here. But there is very much in them that would furnish very useful material to English teachers, and some easily-digestible food for various thoughts.

R.J.

Botany.

PRINCIPLES OF PLANT GROWTH: by Wilfred W. Robbins. (Chapman and Hall. 11s. net.)

The author states in his preface that "there are certain general basic principles of plant growth and certain important facts about plants which, if understood by the grower, will help him to recognize and at least partially solve many of his specific problems." This book aims not at giving a knowledge of the detailed structure of plants, but at showing the reader what is the function of the different parts of the typical plant structure and what are the effects of soil, water fertilizers, and methods of cultivation upon the typical plant. We find chapters dealing with absorption by roots, transpiration, respiration, pruning, propagation temperature and its relation to plant life, and the improvement of plants, as well as many other topics. The explanation of general principles is clear and accurate, and any points of difficulty are elucidated by the use of excellent diagrams and photographic illustrations. We have often condemned the use in this country of books on zoology published in America, but this criticism does not apply to the same extent to books dealing with the principles of botany, because no great importance is placed upon the study of individual types. Types

are referred to in this work, but they are for the most part as well known to English as to American readers. The book should make a strong appeal to those studying botany at the Universities, and we can also recommend it to all who take an intelligent interest in the many difficulties which present themselves to the farmer and agriculturist.

The binding, printing, and general appearance of the book are excellent, and the price is very moderate in view of the many excellent illustrations and diagrams.

J.R.

General.

A GERMAN CRITICIZES GERMANS.

DENKSCHRIFT ÜBER DIE DEUTSCHEN GESCHICHTS-UND LESEBÜCHER VOR ALLEM SEIT 1923: von Dr. Siegfried Kawerau. (Hensel and Co., Berlin, N.W.7; Georgenstr., 46a. 208 pp. Three marks.)

Dr. Kawerau was one of the most energetic figures in the conference on the reform of history-teaching organized in Berlin in 1924 by the "Bund Entschiedener Schulreformer." The volume of conference papers which he edited under the title of "Die Ewige Revolution" represented the ideals of the best and most fraternally-minded German educationists. In the same spirit he here addresses himself to the unhappy task, most diligently performed, of quoting, from Prussian and other German school manuals, hundreds of expressions of prejudice and ill-will towards the Allies of 1914-1918. As his examples are drawn from books officially sanctioned and current since 1923, his hostile critics in Germany can offer no excuse except the fact that non-Germans often commit the like sins. The twelve principal sections classify the unpleasant extracts under such heads as France, Poland, Bismarck, Alsace-Lorraine, Warguit, Colonies, etc. The manuals cited are in use in elementary schools and high schools. In the Introduction, however, and occasionally elsewhere, Dr. Kawerau indicates the more generous and beneficent tendencies at work in the higher levels of the German educational world.

F.J.G.

SCIENCE FOR BEGINNERS: by J. A. Cochrane, B.Sc. (Edward Arnold and Co. 2s. 6d.)

The author tells in his preface how dissatisfied he became with his own introductory course, and how he evolved a scheme which altered his attitude to beginners' science and also changed the attitude of beginners toward science. This book is the result of this change of outlook, and is on the whole, very good. It is divided into four sections dealing with heat, solution, the air, and water. Each section is divided into two parts, the first of which is experimental and the second deals with the ground covered in part one. At the end of part one of each of the four sections is a summary, followed by carefully-chosen questions. To those who find a lack of interest and enthusiasm among the junior science pupils of the school we recommend this book: it shows how without sacrificing any of the benefits of the more usual methods of elementary science teaching, science may be made more interesting and thought-provoking. This is just what we need: let us beware of making the study of science dull and formal.

The book is illustrated and is well bound and printed.

J.R.

SCIENCE THROUGH THE AGES: by Marion F. Lansing. (George G. Harrap and Co., Ltd. 2s. 6d.)

Many causes have led to the rise of man from the level of the beast to his present position, but one of the most important of these causes must have been his ability to make use of tools and weapons. This has been made possible as a result of the lack of specialization found in the arm and hand. Man's hand is ill-fitted to perform any particular act, but with the help of tools the acts which it can perform are many and varied. This book deals with the way in which man has with the use of tools created the modern world. In every age great men have lived—men who by their peculiarly penetrating intellects have overcome some of the many problems which must always confront a rational being. The book is arranged chronologically, and the names of the pioneers stand out. We recommend the book to those anxious to obtain a broad general view of scientific development from the earliest times to the present day, and also to those who deplore the effects of science, for it will make them realize that were it not for the efforts of scientific minds throughout the ages the world as we know it would be non-existent, and it is unlikely that it would be replaced by a world of a better kind if by one so good.

The book is illustrated, there is a time-table of great moments in science, and the printing and binding are both excellent.

J.R.

THE INCORPORATED LONDON ACADEMY OF MUSIC.

On the 30th June the Incorporated London Academy of Music held an inaugural luncheon to celebrate the "Central Academy's" removal from Princes Street, Cavendish Square, London, to the Queen's Gate Hall, Kensington, S.W., a much larger and more suitable building.

Among the guests present were the Duchess of Norfolk, the Dean of St. Paul's and Mrs. Inge, Sir Hugh Allen, Principal of the Royal College of Music, Lady Beachcroft, wife of a former President, and Mr. E. M. Rich, who represented Mr. Gater, the Chief Education Officer to the L.C.C.

The President, Sir Arthur Glyn, Bart., in a few words, proposed the toast of "The Incorporated London Academy of Music," and the Principal, Dr. Yorke Trotter, in response, said: "The Academy was founded in 1861, and amalgamated with the London Music School, which became the London Organ School, the Hampstead Conservatoire, and the Metropolitan College of Music in 1904. In 1915 it was reconstructed as a company not trading for profit under the management of a Council, which had as its first chairman the late Sir Melville Beachcroft, formerly chairman of the L.C.C., who was succeeded, first, by Colonel Franklin Thomasson and then Sir Arthur Glyn, Bart. The Board of Trade granted a licence to allow the Company to carry on its work without using the word "limited," as it does not work for profit-making, but exists for the promotion of art.

The Academy gives a thorough training in every branch of music, but, perhaps, best known through the "Rhythmic Method of Music Teaching," a system of correlated musical training. This musical training has been recognized for many years as being of the utmost value, and free demonstrations to which the public are invited are frequently held.

The Academy has been since 1910 in receipt of an annual grant from the L.C.C., in return for which a certain number of scholarships are annually awarded to children from the Council schools.

Added to music, elocution and dramatic classes are held at the Academy. It is hoped to give many dramatic performances, as the Academy now possesses a well-equipped stage in the Yorke Room.

All branches of dancing will be added next term to the Academy curriculum, under the direction of Madame Ethel Irving, who has engaged many celebrated teachers, including Lydia Kyasht; and fencing classes will also be started by M. Tassart, the well-known fencing master.

Teachers' training courses (recognized by the Teachers Registration Council) are held in singing, pianoforte, violin, violoncello, composition and elocution and dramatic art.

SELECTIONS FROM ENGLISH DRAMATISTS: Geoffrey H. Crump. (Harrap and Co. 2s. 6d.)

This book contains examples of English drama beginning with scenes from the religious plays of the tenth century and ending with selections from the works of modern dramatists. There is a commentary on each period showing how the conditions at the time influenced the type of play and the method of presentation. We do not know of any book which, in so small a compass, gives so complete a view of the development of the English stage. The book deserves a cordial welcome from students of the drama. P.M.G.

THE ASSOCIATED BOARD.

The thirty-eighth annual meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal College of Music, on Tuesday, July 12th.

Mr. Ernest Mathews took the chair.

The report for the year showed that the number of candidates in Great Britain and Ireland was 8,497 in the Local Centre Examinations and 47,572 in the "School" Examinations. The Exhibitions offered by the Board in Great Britain and Ireland during the year were gained by Douglas Hawkrigde, Derby Centre, pianoforte; Marion Anson-Dyer, London Centre, pianoforte (since resigned); Margery North, Margate Centre, violin; Ernest Barr, Birmingham Centre, violin; Bettine F. Carley, Croydon Centre, singing. Exhibitions were also awarded in the Dominions and Colonies as follows: In Australia, Clare Hartge, Sydney Centre, violin; Clare Flanagan, Sydney Centre, pianoforte; Eileen Ralph, Perth Centre, pianoforte. In New Zealand: Phyllis Rowe, Wellington Centre, pianoforte; Helen M. T. Irving, Havelock North Centre, pianoforte; William C. Davies, Palmerston North Centre, pianoforte. In Canada: James Wright, Winnipeg Centre, violin; Betty Bateson, Calgary Centre, pianoforte; Nancy E. Reed, Vancouver Centre, pianoforte. In India: Colleen Ford, Calcutta Centre, violin; Ruby Vaughan, Bangalore Centre, pianoforte. In Malta and Gibraltar: Elena Izzi, Malta Centre, pianoforte. In Jamaica: James W. B. Verity, Kingston Centre, violin. Twenty-six Exhibitions previously gained have been renewed, twenty-two for a further period of one year, two for four terms, one for two terms, and one for one term.

The Exhibitions offered annually by the Associated Board of the Royal Academy of Music and the Royal College of Music, which entitle their holders to free tuition at the R.A.M. or the R.C.M. for two or three years, have been awarded to the following candidates: Joan Margaret Gilbert, Eastbourne (pianoforte); Nora A. Richardson, Dublin (violin), and Ralph E. Sanders, Southend (violin), at the R.C.M.; and Mary M. P. Sandiford, Liverpool (pianoforte), James H. Phillips, Kingston-on-Thames (violoncello), and Gwynne Edwards Taunton (organ), at the R.A.M.

A Model Record.

We have received from the Gramophone Company a remarkable and most satisfactory record, made in the Temple Church by Master Ernest Lough, a choir boy. He sang Mendelssohn's "Hear My Prayer," and the reproduction should be part of the gramophone equipment of every school. It will serve to give a standard of voice production and artistic achievement and thus supply a valuable aid in the teaching of music. After hearing this record we are not surprised to learn that it is having an extensive sale.

NEWS FROM THE PUBLISHERS.

The Cambridge University Press announce that the "Cambridge Anthologies," which, after publication of two volumes, had to be laid aside owing to the war, are to be recommenced. Its aim was to provide the general reader with first-hand knowledge of the literary atmosphere and social conditions in which the masterpieces of English literature were created; and two anthologies, Professor J. Dover Wilson's "Life in Shakespeare's England," and Mr. W. T. Young's "Poetry of the Age of Shakespeare," were duly issued. The series is now to be re-opened by the publication of an anthology of the five major poets of the Romantic Revival, selected by Professor Dover Wilson and entitled "The Poetry of the Age of Wordsworth." This will later be followed by "Life in Mediæval England," by Mr. G. G. Coulton, which will be in three volumes, the first illustrating Religion, Folk-Lore, and Superstition, the second Chronicles, Science, and Art, and the third Men and Manners. The material of these three books is taken from Mr. Coulton's "Mediæval Garner," now out of print.

Messrs. Constable announce in their July Monthly List the following fiction for publication: "A Victim of Circumstances," by George Gissing; "The Hotel," by Elizabeth Bowen; "The Eternal Past," by G. F. Bradby; and "The Dreaming God," by Basil Carey.

Messrs. Deane and Sons (The Year Book Press) have just published the 1927 edition of the "Directory of Women Teachers."

Messrs. W. and G. Foyle have arranged for lectures by the Rev. Dr. George Duncan during the autumn and winter months, bearing all expenses (other than travelling expenses) themselves. His lectures cover an unusually wide variety of subjects; for instance: "Wasps," "Laughter," "How to Get On," "The Higher Criticism," "Betting," "Land Reform," "Solomon," and "Names." Applications will be entertained from secretaries of Literary Societies, Churches, Chapels and Clubs (social and non-political), to whom a brief list of subjects will be sent. Engagements cannot be arranged for places situated beyond twenty-five miles of Town. All applications should be addressed to W. and G. Foyle, Ltd., 119-125, Charing Cross Road, London, W.C.2.

Messrs. Longmans, Green and Co. have nearly ready a volume entitled "Mind," a series of lectures delivered at King's College, University of London, during Lent Term, 1927, by various authors. Contributions on Biology by Pro. Julian S. Huxley; Physiology by Prof. R. J. S. McDowall; Psychology by F. A. P. Aveling; Psychotherapy by J. A. Hadfield; Physics by Prof. F. A. Lindemann; Philosophy by Dr. W. R. Matthews; Education by Prof. J. Dover-Wilson; Aesthetic by R. G. Collingwood; Anthropology by Prof. C. G. Seligmann; Sociology by Prof. L. T. Hobhouse.

McDougall's Educational Co. will publish about the middle of this month a book of Advanced Practical English Exercises, by C. F. Allan, M.A., author of "Practical English."

The Oxfordshire Education Committee have prepared a Syllabus of Religious Instruction for Council Schools. The purpose is to enable teachers to use the Bible as a text-book for religious instruction and to give to the children a conception of the teaching of the Bible as a whole. It is not suggested that the lessons indicated should be regarded as a hard and fast scheme; they are intended rather for the guidance of the teacher, and it is the desire of the authors that the teacher should be left entirely free to use and interpret them at his discretion. The London publishers are **Messrs. Thomas Murby and Co.** The Syllabus will be published shortly.

The Oxford University Press has in preparation a book by Mrs. Dorothy Gardiner which will survey the History of the Education of Girls in England. The work will be illustrated from contemporary sources.

BLACK'S ILLUSTRATED HISTORY NOTE-BOOKS: by G. H. Reed, M.A. (A. and C. Black. Books 5 and 6. Pp. 16 each. 6d. each.) These attractive note-books, with their artistic frontispieces suggestive exercises, sketches, and blank time-charts, should certainly incite children to active and interested work. The books noted cover the periods 1714-1820 and 1820 to the present day.
H.C.D.

PUBLICATIONS RECEIVED.

EDWARD ARNOLD AND CO.

The Touchstone Shakespeare: King Lear: edited by Guy Boas. 2s. 6d.

J. W. ARROWSMITH, LTD.

Moses, My Otter: by Frances Pitt. 5s. net.

G. BELL AND SONS, LTD.

Special Periods of History: European History, 1515-1598: by F. Crossfield Happold, D.S.O., M.A. 2s.

Ben Hur: by Lew Wallace. 1s. 4d.

The Elements of the Calculus: by W. P. Milne, M.A., and G. J. B. Westcott, M.A. 3s.

Trente-Deux Petits Contes: par Marc Ceppi. 1s. 6d.

A History for British Schools: Modern I. England during the Georgian and Victorian Periods: and the French Revolutionary Wars: by D. C. Somervell, M.A. 3s.

ERNEST BENN, LTD.

Sixpenny Library:

Roman Britain: by Gordon Home.

Relativity: by James Rice, M.A.

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Elementary Science Notebooks, No. 3. Plant Growth and the Soil in relation to Foodstuffs: by G. N. Pingriff, M.A. 1s. 6d.

CAMBRIDGE UNIVERSITY PRESS.

Memorandum on the Teaching of English. 3s. 6d.

CASELL AND CO., LTD.

Early Modern History: by J. A. White. Vol. III. 3s.

English Studies: Reading, Speaking, Writing for Junior Forms: by W. J. Glover. Book I: Paper, 9d.; Cloth, 11d. Book II: Paper, 10d.; Cloth, 1s.

CHAPMAN AND HALL, LTD.

Calculus: by H. B. Phillips, Ph.D. 15s. net.

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Journal of Chemical Education. June, 1927. 35 cents.

Science Progress. July, 1927. 7s. 6d. net.

Bulletin of Spanish Studies. July, 1927. 3s.

The Reader. July, 1927. 6d.

Journal of the British Science Guild. July, 1927. 1s.

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THE EDUCATION · OUTLOOK

AND EDUCATIONAL TIMES

SEPTEMBER, 1927

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 Locarno Conference.

The International Conference at Locarno stands out among the many conferences and vacation courses held during the past month. On another page will be found a general description of the proceedings from the pen of our special correspondent. It is satisfactory and perhaps reassuring to learn that several speakers were at pains to warn those present against the pursuit of novelty for its own sake. Dissatisfaction with current educational methods and their results sometimes leads ardent reformers to take up new suggestions in a spirit of uncritical enthusiasm. It is well to remember that nobody has more than one childhood. Experiments in education are not like changes in business methods wherein mistakes may be rectified and nothing beyond material loss is involved. Where the education of children is misdirected the harm done is spiritual and beyond remedy. The operation may be successful in the eyes of those performing it, but if the patient dies we can do nothing save to arrange a seemly funeral. The seekers after new ideals in education are undertaking to collect and arrange information concerning the work in experimental schools throughout the world. They must not forget that ideals will have to be construed in practice by a body of teachers of whom it cannot be expected that more than a small proportion will be readily infected with zeal for their particular reforms.

International Education.

Perhaps one of the best results of such gatherings as the Locarno Conference will be found in the opportunity for an exchange of views between teachers of different nationalities. Of late there has been some controversy concerning prescribed lessons on the League of Nations, more properly to be described as a "League of Some Nations," but, nevertheless, an objective reality of which senior boys and girls should be well informed. A true league can develop only as the result of better understanding and wider knowledge of history and geography. International gatherings of teachers should serve to promote better understanding and in time they may result in some agreement as to a common basis for the treatment of world history, and of geography as a factor in history. There are those who fondly desire to make even small boys develop the international mind, forgetting that we are all committed to minor loyalties and that young people can hardly be expected to look far beyond their own families and schools. The bigger loyalties must be practised on the smaller scale, and encouraged by teachers who have travelled beyond the parish pump. Formal lessons on political machinery for ensuring world peace may easily become arid and useless, especially if they form part of a prescribed syllabus.

Teachers in Training.

The Board of Education are showing a marked willingness to adopt the recommendations of the Departmental Committee on the Training of Teachers. Already the Board's examinations for teachers' certificates are under sentence of early abolition, and arrangements are going forward for the establishment of a new system of examinations in which the universities will co-operate with the training colleges. Recently the Board have simplified the method of paying grants on behalf of teachers in training, and now it is announced that a four-year course may be taken in university colleges. Hitherto such courses have been taken only in universities. These various changes may be taken to indicate that the Board are preparing for the time when a university course of general study, followed by a year of professional training, will be the normal method of preparing teachers for their work in the schools. That time is far distant, no doubt, but for men at any rate it may come sooner than some people expect, especially if the proposals for a break in schooling at the age of eleven lead to the setting up of junior schools staffed by women. At present many women are content to take the cheapest and shortest form of professional training in the belief that teaching will be for them only a temporary occupation.

Deferred Training.

It is not sufficiently well known that the Board of Education make grants to enable teachers already working in recognized schools of any type to attend approved full-time courses of advanced study or research at universities and other institutions. These grants are made according to the circumstances of the teacher, the maximum for one year being £100. Applicants must have had not less than five years of teaching experience, and their claims should be set out on Form 142 U, a copy of which may be obtained from the Board. Similarly graduates and other qualified teachers who have not already received grants for professional training may apply for aid to take a course of training in a university education department or in a training college. These deferred courses are extremely useful. It is found, for example, that the teacher who has already had some experience in the classroom derives from a course of training in teaching benefit far greater than that obtained by the novice. Lectures on psychology and the principles of teaching acquire reality and meaning when they can be compared with actual experience. Some day it will probably be held essential that all teachers who aspire to posts of responsibility shall have taken a course of deferred training. To provide such courses is a duty which our universities should undertake.

The Young Worker.

The case for providing due supervision over boys and girls in their early working years is greatly strengthened by a recent official report on the young worker. Despite the admitted improvements of late years there is still much to be done, and some employers seem to have little regard for the children who tend their machines. We read of a lad of fourteen who was placed in charge of an automatic machine without being told how to adjust the safety guard or warned of possible dangers. Where the life of youth is held so cheaply it is little matter for wonder if owners of small factories show no enthusiasm for day continuation schools. We are still overmuch in bondage to the old bad tradition concerning child labour in factories. It should be a matter of social obligation—enforced by law where necessary—that the employer of young workers should accept responsibility for their physical, intellectual, and moral welfare. This was the rule in the pre-factory system of apprenticeship when the master was in quasi-paternal relation to his young employés. To-day it is not too much to ask that the employer shall take the trouble to arrange facilities which will enable adolescents to attend school on certain days in each week. It is almost a sheer waste of time and money to educate children up to the age of entry to a public school and then turn them into the labour market without further guidance.

The Leaving Age.

It is greatly to be regretted that the valuable suggestion of the Consultative Committee regarding the raising of the school age should have been made to appear as an alternative to the proposals of the Fisher Act in regard to day continuation schools. The two projects are not opposed, but complementary. Our elementary school system is weakest in the senior stages. What it has to offer is excellent for children up to eleven or thereabouts, but after that age a different method is called for and this cannot be provided in small schools under existing conditions. Hence the recurrent attempts in the past to set up schools where an appropriate method could be employed, as in the Higher Grade Board Schools (which were destroyed by the Cockerton Judgment) and in the Central Schools, Higher Standard Schools, and Higher Tops which are now becoming common. The raising of the school age to fifteen will make it possible to give these years or more of schooling suited to the needs of boys and girls who are unable to attend secondary schools. But even if the school age is raised there will remain a social responsibility for young workers. Day Continuation Schools will be needed, and since Lord Eustace Percy tells us that the Government will not raise the school age we may reasonably ask whether they intend to make the Fisher Act operative in respect to continuation schools.

Adult Education.

In the current number of *The Edinburgh Review*, Mr. R. W. Livingstone writes on "The Educational Problem and its Solution." He declares that there is an inclination to treat education as a fetish and to think that with more of it available all will be well. He finds, however, that much education has been given and is being given, which is almost without effect. This verdict is based on the amount of intellectual interest among the working classes. He might have considered also the results of Eton and Harrow as exhibited among the sons of the wealthy. Instead, he criticizes adversely the Report of the Consultative Committee, apparently thinking that the phrase "Secondary education for all" is to be taken as meaning that the committee are recommending merely an extension of child education. Mr. Livingstone rightly urges that our chief need is an extension of liberal education among adults. He quotes Denmark as an example, without reminding himself or us that the scheme which works well in an agricultural country of independent small-holders cannot be transplanted to an industrial community of factory-workers without many alterations. He tells us that the total enrolment of the Workers' Educational Association, the Labour Colleges, and the National Adult Schools in 1924-25 was respectively, 31,249, 27,071, and 51,917. The last-named, with all its merits, cannot be regarded as a serious educational enterprise, and the second is frankly propagandist. Evidently there is much to be done in adult education.

Independent Schools.

The body hitherto known as the Private Schools Association has changed its title and will be known henceforth as the "Independent Schools Association Incorporated." The independent school is a valuable feature in our educational system and probably indispensable in any system. Already the Soviet Government has been driven to recognize independent schools, despite its extreme communistic theory. Here in England we act towards them in what is probably the worst possible way. In theory they are supposed to be supervised under the Fisher Act, but in practice they are left severely alone, with the result that the efficient independent schools are exposed to the competition of places which ought to be suppressed. Rightly enough, the owner of an independent school does not welcome the prospect of minute official control. He desires to be independent, but his desire should be subordinated to the welfare of children. The efficient schools have nothing to fear from the kind of oversight which is exercised over public secondary schools, and they have everything to gain from the extinction of unworthy rivals whose existence serves to disparage all independent enterprise in education. It ought to be made impossible for any save a registered teacher to conduct a school and receive fees from pupils. Such an enactment would place the responsibility where it should lie, namely, upon the teaching profession as a body. It would not interfere with the individual who receives private pupils but does not conduct a school.

THE LOCARNO CONFERENCE ON EDUCATION.

By H. C. DENT.

The more I reflect upon the bewildering complexity of human nature, the more I am convinced that the elements in it which make for good are stronger than those which make for evil, and must ultimately conquer. How else is one to explain the persistent and ever-growing interest of the adult in the problems of child life; how else explain why men and women, regardless of personal comfort, of fame, of power, of riches, will place lives rich in present possibilities at the feet of the generation to come, and will serve it devotedly, unflinchingly, without thought of reward or thanks?

The sight of a conference of nearly twelve hundred people gathered from all the ends of the earth, from every nationality and race, to discover how best to set free the child from the restrictions, the conventions, the limitations of environment, and the inhibitions of personality, was to me a truly imposing one. Such was the sight to be seen at Locarno during the first fortnight of August, when the New Education Fellowship massed there its forces, forces strong both in numbers and in intellect and character.

This was the fourth international conference of the Fellowship; previous ones had been held at Calais, Montreux, and Heidelberg. The first comprized about one hundred persons; at Montreux two years later the numbers were doubled; at Heidelberg more than trebled. By Locarno the flood had swelled to a mighty river which threatened at times to overwhelm the organizers. They had expected seven or eight hundred people; nearly twice that number wanted to come. Applications poured in, till during the last few days before the conference opened the headquarters' staff were compelled to refuse to accept any further ones. Locarno could hold no more.

But not by numbers alone must a conference be judged. It is possible to have great mass with little momentum. From the moment of the opening meeting at the Kursaal, however, it was evident that this mass had very considerable momentum. The leaders of the Fellowship, Mrs. Beatrice Ensor of England, Dr. Elisabeth Rotten of Germany, and Dr. Adolphe Ferrière representing the Latin speaking countries, together with Professor Pierre Bovet, the President of the Conference, set the mass going and directed its motion (if indeed it needed direction in that way) along the lines of sanity and moderation. Their note was one of warning; freedom, they declared, was relative; beware of an impracticable idealism, of Utopian theories unrealizable in fact. In idealism are the seeds of immortality (as Sir Jagadis Bose later told his audience), but the idealism must be tempered by a recognition of the hard facts of reality. Evolution, not revolution, must be the watchword of the conference.

The members appreciated the warning, and one of the indelible impressions which has been left upon my mind, and, as I discovered through conversation, upon the minds of many others, is that of the power of what

one may call, for want of a better name, fanatical moderation, of a blazing conviction tempered by stern and practical restraint.

The work of the conference was accomplished along two avenues; in the evenings, and not infrequently in the mornings also, there were mass meetings in the theatre at the Kursaal at which leading educationists, representative of many branches of progressive thought, delivered lectures outlining the theory and the practice of the work to which they had devoted their lives, and supplying their quota to the solution of the problem of freedom in education. Dr. Alfred Adler spoke on "Education for Courage," saying that all education was the correction of mistakes, and emphasizing the extreme importance of the first years of life; Dr. Ovide Decroly took the whole subject of "Freedom in Education," pointing out its limitations and possibilities. Professor Pierre Bovet asked whether freedom was an end or a means, and decided that although he did not consider freedom an unconditioned end, it was neither absurd nor impossible to study usefully the means. Sir Jagadis Chunder Bose, F.R.S., delivered two fascinating lectures on "The Unity of Life," in which he developed his great generalization of the interdependence of all life from the plant up. American thought was represented by Dr. Harold Rugg, of the Lincoln School of Teachers' College, Columbia University, and whose subject was "Curriculum Making, Past and Present;" by Dr. Carleton Washburne, of Winnetka, Ill., who spoke on "Freedom through Individual Mastery;" by Dr. Carson Ryan, who lectured on "Individual Methods in Primary Education," and who had a lot to say about teacher training; by Dr. Lucy L. W. Wilson, who tackled that most difficult of all problems, "The real Meaning of Freedom in Mass Education;" and by Mrs. Marietta Johnson, who treated of "The Conservation of Childhood (with special reference to co-education)." Addresses which went deep into the philosophy of the subject of freedom were those of Dr. Adolphe Ferrière, "The Discipline of Freedom," and Herr Wilhelm Paulsen, "The Freedom of the Educator."

The rest of the day was devoted to study in groups. Originally these groups, eight in number, for the study of various aspects of freedom, had been planned to meet in the mornings only, but the enthusiasm of the members rapidly engulfed the whole of the daytime not occupied by mass meetings or meals, so that towards the end of the fortnight meetings began as early as eight a.m. and were squeezed into every minute not previously reserved. Often as many as a dozen and a half meetings were going on at the same time; and those who have visited Switzerland in the summer will realize the fervour of the enthusiasm when I tell them that during a very hot spell it was quite common to find meetings fully attended at three o'clock in the afternoon.

Nor, in passing, must the still more informal conversations at the hotels, in the cafés, the streets, on the lake, be forgotten; those who took part in them never will forget, for it was then more than at any other time that

nation drew closer to nation, and differences of environment and of opinion were most sunk in community of purpose. These study groups and the conversations undoubtedly provided an opportunity for the beginning of acquaintanceships which may and in many cases probably will give incalculable impetus to a united effort towards educational ideals.

And what did the conference achieve? It is so gratifying to be able to put down results in black and white, and say thus did we do, or that did we determine. But the results of this conference cannot so simply be estimated; we shall have to wait a generation, two generations, or more, for a final judgment. Of formal resolutions there were none; we had not met for that purpose, but in a spirit of enquiry and fellowship. But we did arrive at a very clear consciousness of several crucial points. First, we realized more than ever before, and even some of us for the first time in our lives, the interdependence of the whole world. It became more than a mere phrase to us at Locarno that every nation needs the help of every other nation, and that conversely every nation has something to give to all the others. Second, we realized most strongly that we must achieve for ourselves real, though relative, freedom, before we are fit to hand on the idea to anyone else; as teachers we must be as free as we can intellectually, emotionally, and spiritually, before we can present ourselves as guides, philosophers, and friends to the youngsters in our schools. This realization led to a very great deal of discussion on teacher training, and to the formation of a special group for the study of the whole position of the young intending teacher; during this group most interesting and practical suggestions were made. Third, we realized, chiefly by the aid of American speakers, that our search for the meaning of freedom and the means of attaining it must be scientifically conducted, that woolly thinking and loose generalizations can only harm our cause. It is very encouraging in this respect to know that the New Education Fellowship intends quite shortly to set up a bureau of research in London, with a fully-qualified expert in charge who shall collect and analyse reports from all the progressive schools in the world, who shall visit them and make detached and objective observations, and publish what seems to be of value in the results of the experiments. Last, but most important of all, we realized again, more deeply, more fully, more richly, the child, the individual, personal, active, immensely potential child, our child, our own creation and therefore our responsibility, the citizen of to-morrow, the creator or the destroyer of the civilization to come.

Yes, we always came back to the child, and therein lay the importance of the conference; it was a conference about the child, but it was much more; it was a conference for the child. Study the learning processes, study the child nature, study the laws of growth, insisted speaker after speaker. Drop the emphasis on how to teach, and place it more and more on how the child learns, that the way may be made happier and more direct for him; place it on harmonious growth, so that discipline, control, order may develop in him. In him, for all education is from within. And if, as we hope, we did learn something valuable, every one of us, about child life, child growth and child nature, then the conference was not in vain.

INAUDITUS.

BY
LORD GORELL.

I.

*Lay him not down in silence, but in song!
He needs no wailful air,
But melody without a tear:
The livery of neglect he never wore,
By love surrounded.
He passed along
Unheeded by the throng,
Yet all his ways with happiness resounded.
The laurel and the bay forbear!
Let little, smiling faces,
The children of the meadow-lands, the daisies,
Too simple, too abundant for men's praises,
Be round him evermore!*

II.

*Lay him not down in cold cathedral gloom,
By organ peal contemned,
By strains of solemn reverence hemmed!
About him let the birds unwearying pour
Their songs unnoted
From brake and combe
Where flowers ungathered bloom
And music up to mate and Heaven is floated:
Where, gray and smooth and stately-stemmed,
A vaulted aisle of beeches
To slopes of downland from the meadow reaches
And Earth and Heaven as one communion teaches,
Let him be evermore!*

III.

*He missed what life to many a striver brings,
His fellows' murmured praise,
The goal achieved, and coveted days.
Pity him not: uncrowned, a cloak he wore
Of starry dreaming:
And he had wings
Made of those little things
That are beyond the costliest jewel's gleaming.
Beauty he loved, and beauty stays
Eternal, uncomplaining:
Up to the heights his happy heart was straining,
Missed that he sought, a higher summit gaining,
His own for evermore!*

Battersea's New Principal.

The new Principal of Battersea Polytechnic is Mr. George F. O'Riordan, who has been at the head of the Leicester College of Technology since 1924. He succeeds Dr. R. H. Pickard, who has been appointed Director of the Cotton Industry Research Association and has been at Battersea since January, 1920.

CHARLES HAMILTON SORLEY (1895-1915).

By S. T. H. PARKES.

"This is no time for oliveyards and vineyards; more specially of the small holdings type. For three years or the duration of the war, let be." Such was Captain Sorley's reply from the trenches in June, 1915, to the suggestion that "a slim volume should be published." But the fates willed otherwise. Four months later he fell, "shot in the head by a sniper as he led his company at the 'hair-pin' trench near Hulluch." "Marlborough and Other Poems" appeared in 1916; "The Letters" in the autumn of 1919. The Great War, described by Charles Sorley as "a chasm in time," did, indeed, produce a break in continuity and throw into dimmer perspective than the years would warrant the generation of gallant boyhood it engulfed. "Mountains divide us, and a waste of seas." But his memory should be secure among the immortals, while the poems and letters remain an inspiration and delight.

He gained an open scholarship at Marlborough College where he went, at 13, in 1908. Among his early enthusiasms was the certainty "that there was nothing to beat the public school system; it was the finest in the world." Later, this was qualified by a mordant, if discriminating, criticism, this love and this criticism being alike evident in poems and letters. He was for two years under the head master, took his share in football and the O.T.C., was captain of house second cricket eleven, and house prefect. But more to the present purpose is the part he played, lover of Masefield, and Housman, and Blake, in the junior literary society, started largely on his account when he was in the lower sixth in 1911; and in the dramatic or Shakespeare society which had dropped out of existence since Laurence Irving left, and which Sorley helped to revive.

"I am very glad of it personally (he wrote), because it is one of the things I don't talk about that I can't read Shakespeare to myself; but it is a different thing for a 'group' to read it aloud." Eleven of his published poems were contributed to *The Marlburian* during 1912-1913. He gained a scholarship at University College, Oxford, December, 1913, but a six-months' course of study in Germany intervened, and the outbreak of war prevented his going up. Such in bald outline is his school record. Let us turn to the letters and the testimony of contemporaries, that these dry bones may live.

"Marlborough he loved with a deep and growing love (thus his house master), and not the school only, but the downs, in rain, wind, and sun—Barbury, and Four Miler, and Liddington, the swift skies, and windy spaces, the old turf on which he ran for miles, with all its memories and traces of a bygone people." Sorley writes from the Front in 1915: "I read Richard Jefferies to remind me of Liddington Castle and the light-green and dark-green of the Aldbourne Downs in summer;" the high downs which he likens elsewhere to "a vast seashell where you can hear the echoes of the sea that has once filled it."

One Sunday evening he entered his house master's room to say he had "cut chapel" and to receive the normal penalty.

"I suppose," said the master, "you mistook the time?"

"No, sir; I was on the downs, and it was so jolly that I decided not to come back."

Some debate followed, the boy insisting on the penalty and the master refusing to inflict it. As Sorley left the room he said: "It's very unsatisfactory, sir; you see, I shan't be able to do it again."

His head master described him as "a rebel, but a very lovable rebel . . . a rebel against mere convention. . . . This spirit displayed itself in his attitude towards his work and study and reading. He had the makings of a good, pure classical scholar, but he revolted against the routine of classical education and vowed that he would not read for 'Mods.' at Oxford. In the sixth we were reading Martial one term. Something in this writer (probably his subservience and smug deference) stirred the boy's wrath. Nothing would induce him to work at the author. In fact, Latin literature as a whole failed to appeal to him, whilst he found satisfaction for his soul in the greater passion and idealism of Greek. He . . . threw himself heart and soul into anything that touched humanity and reality."

Sorley writes home, 27th January, 1913: "I wanted (and still want) to give up classics, but they were very patient and . . . showed me that it was far best to keep it on and go up to the university. . . . I had a mad idea of leaving and becoming an elementary school master—with an utter ignorance of how to do so. . . . This is no new idea of mine—to become an instructor in a working man's college or something of that sort." He is keen to start on social work, and adds: "When one reaches the top of a public school one has such unbounded opportunities of getting unbearably conceited that I don't see how anyone survives the change that must come when the tin god is swept off his little kingdom and becomes an unimportant mortal again. And, besides, I am sure it is far too enjoyable, and one is awfully tempted to pose all the time and be theatrical."

Writing to the master of Marlborough, from Shorncliffe, December, 1914: "The barrack-room . . . what a contrast to the life of a house in a public school! The system is roughly the same: the house master or platoon commander entrusts the discipline of his charge to prefects or corporals, as the case may be. In the barrack-room . . . they have absolutely no 'morality,' yet the public school boy should live among them to learn a little Christianity. In the gymnasium at Marlborough how the few clumsy specimens are ragged and despised and jeered at by the rest of the squad; in the gymnasium here you should hear the sounding cheer given to the man who has tried for eight weeks to make a long jump of eight feet, and at last by the advice and assistance of others has succeeded."

During his stay in Germany Sorley received kindness from the good folk of Schwerin and Jena. Amid the din of war propaganda he retained the sane and tolerant judgment usually met in those who saw active service. He lived and died, and yet lives for the healing of strife, abroad—and at home.

TWO STORIES—AND A MORAL : Or the Plague Spot of the Musical Profession.

BY J. RAYMOND TOBIN.

Parental *versus* State control ! If I commence like that you may not read me. I had better tell a story I have heard. It has, of course, reminded me of another story, and equally, of course, mine is a true story. You shall hear both. The first will raise a smile ; the second should not.

Story No. 1.

A parent was summoned before the local bench for having sent a child, under age, to purchase tobacco. Several witnesses were called to prove the case for the prosecution. Conviction was certain. The sentence alone was in doubt, when one of the magistrates (feeling a draught from an open window and being what the barber describes as "a little thin on top, sir") drew from his pocket a small skull cap. As he carefully adjusted it upon his head, a voice from the back of the court cried : "Blimey, they're going to hang the bloke !"

It's a good story. But there is a danger that the smile it provokes, like the laughter in court, may brush aside a vital matter without adequate ventilation. *These* parents and *these* children ! They *are* a worry ; but they persist. One class of parents resents authority robbing them of their natural rights. Another section encourages authority to get on with the robbing until it has shouldered the entire responsibility. To the former class belongs the parent in

The Other Story.

He persisted in keeping his child away from school on one half-day each week that she might go to a near-by town to receive a pianoforte lesson. Instead of acquiescing in the suggestion of the local education authority that a fine should be inflicted, the chairman of the local bench is reported to have commended the parent, saying : "I hold that a music lesson on the pianoforte is education. We are not going to convict you."

The girl, it was stated, showed promise in music. There is a distinct danger that unless she should develop exceptional executive skill, die young, or marry early, she is doomed to join the vast army of music-teachers. As this parent does not stand alone in his attitude, we should carefully consider the consequences of his conduct before we obey biased impulse and herald the magistrate as a Daniel come to judgment.

If the leaders of musical thought to-day were asked to name the greatest evil afflicting the body of music-teaching, they would not complain of the lack of either musical knowledge or receptivity toward new ideas or methods of teaching. They would declare the canker at the heart of things to be that the teacher is musically too high—in proportion to the base of general culture—to be stable. Compared with knowledge of the special subject, other knowledge is negligible.

Parents are naturally on the *qui vive* for the child's strong subject with the idea of fostering and encouraging development. Now music has ever been associated with precocity, and the early manifestation of this talent has resulted in the partial neglect of other subjects in the curriculum ; indeed, were it not for "interfering"

local authorities, the neglect might be still greater. The claim is often made for music that it is a language, and one excelled in force and beauty by none. Granted, but the claim admits that it is not the only means of communication, nor is it even the most generally known or understood. Power of speech in the native tongue only may leave one helpless in a foreign clime. And the forcing of musical ability to the exclusion of other powers may render one just as uncomfortable in another sphere. Music—whether viewed from the creative, executive, or receptive standpoint—is an expression of self, of experience, of life. It is most eloquent when there is created that difficult to define but none the less potent connection with the "other" knowledge which betokens a liberal education.

The pupil of whom it is said "Music is the only thing at which she could ever do anything" is not a rare bird. Those who have met the pure variety are seldom anxious to renew the experience. Movement there may be, but it is not progress. It is a journey along a by-path—that lacks communication with the high road. At a point such a one must in some measure be deemed in music, as in other subjects, dull. Too often, he or she becomes a teacher of the subject. And there's the rub, for the confining influences a narrowed outlook exerts are both appalling and far-reaching. The dull beget dullness in others.

The Teachers Registration Council—a body far wiser than any devoted solely to the cause of music and composed of men and women highly placed in the educational world—has decreed that no one shall be registered as a teacher unless he or she "produce evidence of a satisfactory education in the form of a school certificate, such as a Senior Local or First School Certificate." The music teacher will save himself considerable trouble if he will make a similar though not necessarily identical demand. And the wise parent will see that it is only upon a wide base of general knowledge that a stable and spacious superstructure of musical skill can be erected.

To me the teaching of music is—among other things—a matter of bread and butter. I do not hesitate, however, to say that the parent who causes his child to absent herself from school on one half-day (apparently the same half-day) in each week plays havoc with a carefully devised time-table and wrecks the best scheme of the head master to ensure for her a decent education in the already curtailed and overcrowded days of school life. Such a course kills interest, shifts responsibility, and cannot lead to the most generous fulfilment of desire. Horticulture provides a wonderful lesson. "Forcing" is the business of a craftsman. In other hands the process produces meagre foliage, still less bloom, and an overlong stem—a sorry, ill-proportioned affair, which, without the adventitious aid of supporting props, must be "no sooner blown than blasted."

* * * * *

And that is why, although welcoming the acknowledgment that music is education, I, for one, must respectfully decline to join in a pæan of praise to these particular Justices of the Peace.

BLACK AND WHITE RULE TOGETHER IN THE FIRST UNIVERSITY FOR BLACK MEN IN AFRICA.

BY REV. F. W. COBB, M.A.



Drs. Aggrey (left) and Fraser, joint principals of the recently opened College for Africans on the Gold Coast.

History is being made this year in the annals of the Gold Coast, where on January 28th the first all-black University flung open its doors in welcome to the five hundred students who will form the nucleus of an institution of which great things are expected.

In a single generation the lives and outlook of thousands on the West Coast have been changed as if a magican's wand had passed over the land. To these changes many circumstances have contributed, and foremost amongst these have been post-war influences, the opening up of great territories, a rapidly advancing influx of Europeans, and with this a vast increase in the country's trade.

Let us try to visualize one element in the commerce of the Gold Coast. A fleet of native boats is making its way over the breakers to a big liner riding at anchor in the offing. These boats are heavily weighted with hundreds of bags of cocoa, and in them lies the secret of the rapid growth of the lives of the coast dwellers. Year by year the cocoa exports mount up, African grown and owned on farms maintained by African enterprise. Away back in 1891 the cocoa beans exported weighed less than a ton, in ten years more the figures stood at 1,000 tons, and in a recent return (1924) the bulk of cocoa export had leaped up to the great figure of 219,000 tons.

With the expanding life of the African has not un-naturally come an insistent demand for education, and it is to meet this that the Government has voted from funds provided by local taxes a sum of £500,000 for founding a great college, with an additional £50,000 annually for its maintenance. In this move of far-reaching importance the Governor of the Gold Coast, Sir F. G. Guggisberg, gave a splendid lead, and the result has been the founding of the Prince of Wales College on the hill of Achimota, overlooking the town of Accra.

Here, in the four square miles of territory given up to the College and its amenities, everything that experience and ingenuity can devise will be introduced to ensure success. The central aim of this great educational experiment will not be to exploit or to Europeanize the African, but to enable him to stand on his feet in the higher realms of life. Here he will be taught the essentials of true and worthy leadership of his own people. He will be trained to teach, and to train others to teach, and a similar aim will be centralized in such other industries as engineering, farming, and merchandise, while the girls—for Achimota embraces both sexes—when they receive practical training in home-making, besides general education, will be learning how to shape the new homes that will go so far to make a new Africa.

Sports will occupy an important place in the curricula at Achimota, and large playing fields have been laid out where the African boys and girls, besides developing mind and muscle, will learn those qualities of endurance and unselfishness which all true sport should mature.

Achimota is to be the mainspring of a peaceful revolution, not a university merely but the keystone of a far-seeing Government scheme destined ultimately to include colleges, secondary and elementary schools, and kindergartens throughout the length and breadth of the land. These will be staffed by West African teachers all keenly interested in developing a new and higher civilization for the land they love.

Of first importance has been the selection of the leaders. It is no exaggeration to say that the world has been searched in order to find the right men. Ultimately the Colonial Office has chosen two principals who will work in double harness, black and white together, and it would be difficult to conceive a wiser choice than that which has fallen upon the Rev. A. G. Fraser and Dr. Kwegyir Aggrey.*

The white man is known to his friends the world over as "Alec Fraser." A lithe, wiry man, he has been a wonderfully successful leader of youth in circumstances that have tested his powers to the full. Mr. Basil Mathews thus describes him in his arresting little book, "Black Treasure": "Alec Fraser . . . is in this new adventure in the same spirit that nerved him to struggle through the mud and blood and barbed wire of the Great War. The very breath of his nostrils is to do new things for the freedom of the world in comradeship with other races—it is the spirit that he absorbed as a boy in Scotland, and as a young man watching his father, Sir Andrew Fraser, serving the people of India as Lieutenant-Governor of Bengal; the spirit that he breathed into others in building up a wonderful college for the boys of Asia at Kandy in Ceylon."

A word more must be said about Trinity College, Kandy, and its former principal. This school, which has won a name for itself throughout the whole of Southern India and Ceylon, is attended by boys belonging to a dozen different races, caste distinctions, and social positions. And here, where harmony and teamwork seemed so impossible, Dr. Fraser, by his tactful determination, was able to conduct the school so that his boys lived, worked, and played together in splendid comradeship and co-operation.

Dr. Aggrey's past record is as excellent as that of his British colleague. Born on the Gold Coast in a leading family of the Fanti tribe, he is himself a chief, and as a boy went to school near the old slave castle where in past years men of his own tribe were penned in filthy dungeons while waiting for the slave ship to take them to America. Aggrey in his turn found his way to America—not as slave but as scholar, and there, after a course at Livingstone College, he went out to Columbia University, where he took the highest degree in philosophy. One who knows him well has thus described him. "A cheery African gentleman, consecrated to the service of God and of his own people. Of them he is not ashamed, but burns with desire to lift them to where they should be."

[* Since the foregoing article was printed we have learned with regret of the untimely death of Dr. Kwegyir Aggrey—*Editor.*]

The London Academy of Music.

The new building of the London Academy of Music at Queen's Gate Hall, Harrington Road, South Kensington, contains three halls, and these, next term, will be utilized for the teaching of dancing and fencing. A training course for teachers of dancing is being instituted, and displays in this and in fencing will be given from time to time. On Mondays, at 8 p.m., a dramatic class under Mr. W. Stewart and Mrs. Fellows will be held, and public performances given from time to time. Another addition to the Academy's curriculum is Italian.

The Board of Education in Circular 1391 state that they do not consider it necessary to issue revised Regulations for Secondary Schools. Those for 1926 will therefore continue in operation.

SOVIET EDUCATION.

BY H. J. FELLOWS.

The Commissariat of Education of the Soviet Republic includes within its purview the State Theatres, the Academy of Arts, and Musical Society. It controls all municipal schools, all specialized educational institutions, and the State Publishing Agency. The Commissariat has local departments attached to the local executive committees of the Soviet of Workers' and Peasants' Deputies.

The Unified Labour School has superseded the various types of elementary and secondary schools. There are two grades; the first for children between the ages of eight and eleven, in which the elements of knowledge are taught; the second for those between the ages of twelve and seventeen, where stress is laid on general knowledge. Technical work is included as part of the instruction in the second grade. Education is compulsory. Certain private schools are permitted and co-education is general.

Kindergartens, crèches, pre-school children's homes, and twenty-five permanent colonies are provided for children between the ages of three and seven. Children in kindergarten and crèches attend for six to eight hours a day.

The problem of the "wandering" child has forcibly struck all investigators and travellers to Russia. Receiving stations are open day and night for the admission of boys and girls, who are kept till a permanent home is found for them. There are never less than 17,000 children in these institutions. Observation and distributing centres exist and are staffed with doctors, teachers, and psychologists. These officials investigate the psychological and other peculiarities of each child to determine the best environment for permanent residence.

Juvenile Commissions consist of a president, a teacher, a magistrate, and a doctor whose duty it is to find the best course for educating young criminals and defectives. Each Commission is assisted by a staff of specially trained teachers who study and report on the effects of the measures adopted.

No child under fourteen is admitted to a trade school and in some instances a factory itself is used as a trade school.

For adults there are evening technical classes, day schools for those who have the time, and Sunday Schools which have the strictly secular purpose of providing instruction for those who can only spare that day for study. There are also political schools. Those of an elementary grade train organizers and other workers for local and district soviet unions and party branches or departments. The higher grade train for county and provincial branches. Those adults who wish to educate themselves can ask for advice at any educational establishment.

There are special workers' faculties at the Universities. The trade unions send in most of the students, who number about 50,000. The Union as well as the State help towards their maintenance. The former devotes 10 per cent. of its income to this purpose, and the employer subscribes 1 per cent. of the wages bill.

EDUCATION AND SPECIALIZATION IN INDUSTRY.

BY H. G. STEAD, PH.D., M.Sc., F.C.P.

Under modern industrial conditions the task of any one class of workers tends to become more and more specialized. This has resulted in the operatives having less and less interest in the finished article, and with this loss of interest has gone much of the joy in craftsmanship. Can education do anything to remedy this defect, or anything to revive the interest of the specialized worker in the final product?

In the first place, it must be remembered that some minds are satisfied with routine operations. To some minds such operations are interesting in themselves. Workers of this type require no further stimulus than adequate pay in order to encourage them to put forward their best efforts. But for a large number monotony is the characteristic of the daily round, and many of the complaints of employers of lack of interest of employees in their work originates in the routine character of the work.

Now much of the research work which is being carried out at present on vocational guidance is directed to the task of selecting for certain types of employment workers who have more skill than others. This idea is already put into practice in many activities carried on in schools. In the school football, cricket, and hockey team the individual must learn to subordinate his powers in some directions in order to develop them in one, for only thus can he "pull his weight" in the team and make it a team. In a school play some can act, some paint scenery, some construct properties, while others can only sell programmes or shift scenery. But for the play to be a complete success the best of each individual must be put into the activity which he is best able to perform.

Again, the organization of a school into houses, or a class into teams, can be made to serve the same purpose. If the range of activities for which house points are awarded is made wide enough, there are very few cases where the individual cannot make some contribution to the "whole," which is the end in view—the good of the house. And similarly in the teams. Tidiness, success in all subjects of the curriculum, in games, in punctuality and cleanliness, can all be used in order to provide each individual with *something* which he can do for the good of his side.

And then the success of the side must be recognized as being the success of *all* the members of the side, not the success of one or two members of it. The members must have it pointed out to them that "the glory of the garden glorifieth every one." And, properly used, failure can be made to serve its purpose. The fact that the team or house as a whole has failed because of the weakness of one or more links gives an opportunity for driving home the lesson of the dependence of the whole on the parts, without any preaching, but by quiet talks on suitable occasions. The pupils can be gradually led to appreciate the general idea that a piece of work can only be good if all the work in it is good, and that even the most routine work is as necessary on occasions as the most skilled, and that the former

shares with the latter in the joy of the completed whole. Nowhere can this lesson be more emphasized than in handicraft work. A combined piece of work depends for its worth on the skill which each individual worker brings to his particular job. Gradually the young worker begins to frame an idea of loyalty and service to the job as a whole which will have a great effect on the spirit with which he views any task which he may subsequently be called upon to perform. Not only in handicraft work is this possible. The organization of a modern commercial house or an up-to-date office will furnish opportunities for emphasizing the fact that the success of the whole depends upon the success of the parts.

The theory of the transfer of training effects has fallen in to disrepute of late, but there is general agreement on the point that the effect of general ideas and ideals can be transferred. The developing of the ideal of giving the best of oneself in the service of the whole can be developed in schools—not to the stage when it is a conscious ideal perhaps, but at least to the stage when it is a working hypothesis. If this is done the ideal will carry over into the working life and the routine occupation will have acquired a new interest, since for the particular employee it will be the link upon which the whole process depends. This idea has been put into practice in the training given to young employees in Cadbury's Chocolate Works at Bournville. Upon their entry into the works they are given a course of lessons explaining the process in full from the growth of the cocoa to the finished chocolate—and including the production of the cream and all other ingredients. After a time the worker may proceed to one specific task, but the place of that task in the complete whole is realized.

In effect, the above is a plea for the development of imagination or vision. It is necessary that the young worker shall be imaginative enough to see the finished whole in his particular job. Lack of imagination, or vision, means a mechanicalized workman, and "where there is no vision the people perish."

The school can do something, at all events, to assist the worker to escape from the shackles of an age of specialized occupations by giving him general ideas which he can "carry over" from the school to his future employment. Such ideas will help to give him a reason for keenness and pride in his particular part of the whole, and will help to restore to him something of the joy of craftsmanship, for the want of which so much of the work of the world has a deadening effect upon the worker.

Professor Titchener.

The death of Professor E. B. Titchener at the age of sixty occurred on August 3rd. Professor Titchener, who was born at Chichester in 1867, went to America in 1892, and was for many years head of the Department of Psychology in the University of Cornell, New York.

AN ESSAY ON CANADA.

BY N. A. FORDE.

In June the senior boys of the Royal Merchant Seamen's Orphanage, Bearwood, Wokingham, were asked to write an essay on the theme—"The strength of a nation is the strength of its pioneer women. Discuss this with reference to Canada."

By the courtesy of the Head Master, Mr. A. Child, B.Sc., we are enabled to print one of the essays, written by a boy of fifteen.

This is the Diamond Jubilee year of Canada. It serves to recall to the minds of Canadians the great changes which Canada has experienced in the past sixty years. To the older men it brings vivid memories of many hardships and trials to which they were subjected in the wilderness—but how proud they are of such memories!

Sixty years ago there were a few scattered States in North America. Not very well governed and certainly not wealthy, they ranked among the least important parts of the Empire. To-day the Dominion of Canada is the most important unit of our Overseas Dominions. Canada grows the greater part of the world's wheat supply, and yet only a very small part of Canada is under cultivation. What has happened in Canada during this short time may be summed up by one word—development. And development on the hugest scale that the world has ever known.

Egypt, Rome, Greece, and the nations of antiquity took hundreds of years to attain their greatness. Canada has become great in sixty years.

This development could not have been attained without some great factor to aid it. In 1867, the scattered States entered into confederation as a self-governing Dominion, a union which assisted the making of a huge trans-continental railway. Through well-nigh insurmountable difficulties—thousands of feet of solid cliff, deep gorges, and over ravines, rushing torrents, and around towering mountains—the railway engineers worked their way until a shining steel line linked the stormy Atlantic to the calm Pacific. The pyramids, the mighty erections of Babylon, and the Grecian temples were splendid feats of engineering, but the Canadian Pacific Railway is greater than them all, and has done much more good than them all.

When this mighty feat of engineering was finished many people were eager to see this fine land and the beauty of its vastness. They returned with glowing accounts of the natural richness and wonder of this land of open spaces. Settlers followed the pioneers, and soon the land was on its upward trail of prosperity. Settlements progressed in all parts of the land, and agriculture became the first industry. Waving fields of golden wheat appeared where before grew mighty forests, and rivers were turned to the use of man. Villages grew out of settlements and in time became towns or cities. As the towns progressed, the country became more and more self-dependent. People were continually going forth to tap the natural resources of Canada, and establishing new settlements, until the resources of the land became known to all the world. Every kind of mineral, including gold—that curse which brings forth the uttermost depth of one's soul in the search for it—every agricultural and dairy product, timber, furs, and fish, became common to every day commerce, and Canada prospered.

This was made possible by that ribbon of steel shining from East to West. But unless some one followed that great work of man Canada would never have become

what she is. Much of the credit is due to that British product—the pioneer. Through innumerable hardships the sturdy pioneer—he whose birthright is the huge open spaces—followed the railway. Toiling over high mountain ranges, with his axe and indomitable courage, he cut a way through forests and faced every danger. He won through.

With him went the pioneer woman through every hardship. If his courage faltered, she cheered him on. When his man's inaptitude for domestic work entrapped him, she came to his rescue. Living years of hardships in the wild, faithful even to death, the pioneer women of Canada set an example the like of which has never before been known. Great as is the work of the pioneer, greater still is that which has been done by his women-folk. Canada is proud of them both.

WIND IN SEPTEMBER.

BY IDA WARD.

*Blow from the hills with scent of fern and pine
And all the faintly-fragrant, hidden flowers
That love the moorland grass—low-creeping thyme,
Eyebright and bedstraw wet with autumn showers,
Vetches that through the low, bent bushes climb
And slender tendrils twine,
Woodsage beloved of the bumblebees,
Stoncrop that over grey rock wandereth—
Mingle their perfume in the fresh, cool breath
That through the valley whispers in the trees.
What lovely things thou bearest on thy way—
Crisp, rustling elm leaves, and the floating seeds
Of thistle, that the goldfinch as it clings
Poised on the downy head of swaying weeds
Stirs with a flutter of its gilded wings,
Blue butterflies that stray
From flower to flower with every gust that blows,
And dragonflies above a mountain stream,
Flashing their wings in rainbow coloured gleam,
And crimson petals scattered from the rose.*

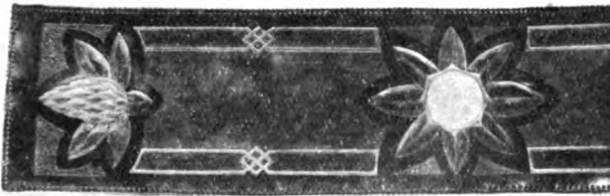
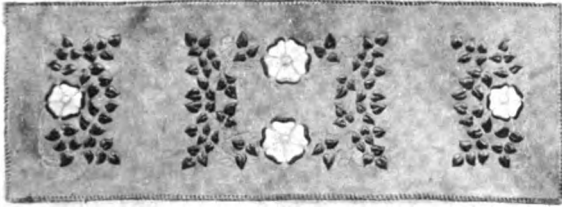
Bureau International d'Education.

The Bureau International d'Education (Rue Charles Bonnet, Geneva) held its first annual meeting on August 17th and 18th, Mr. Christie Tait, of the International Labour Office, presiding. Mr. Frederick J. Gould's proposal was approved for laying before teachers of various nationalities, for their comments, a synthetic view of education, embracing religion, æsthetics, history, geography, art, science, economics, hygiene, psychology, and social and experimental activities. The synthetic conception aided and expressed the universal conscience.

SCHOOLCRAFT.

LEATHERWORK.

BY CHARLES R. LEVISON.



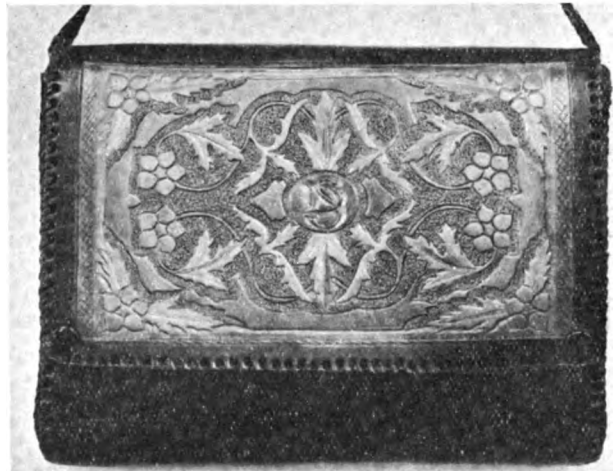
Leatherwork has had a considerable vogue during recent years, and it can very usefully be adopted as a schoolcraft. Leather is very pleasant to work upon, and it always appeals very strongly to children; partly because it works so satisfactorily, partly because it is necessarily concerned with practical and useful articles, and partly, no doubt, because as a rule better effects are obtained than are worked for. Something approaching perfection, of its kind, can be attained by most children, or, at any rate, an absence of obvious flaws and mistakes. This is a useful tonic and encouragement. The fact that patterns are worked in relief, with or without colour, provides a useful change from flat ornament, and will tend to strengthen appreciation of three dimensional work. The widespread popularity of leatherwork is a very happy augury, since it indicates a love of craftwork, not yet sufficiently catered for, but teeming with possibilities.

Since the whole workmanship must be planned from the beginning, the exercise is of unusual value: not only must the design be calculated to suit the material and purpose, but the construction, commencing with a flat skin, must be worked out.

The most generally useful leather for modelling is

calfskin, which costs, for a good quality, 3s. per square foot, in skins of about 12 square feet each. If obtainable, shoulder calf at 2s. 3d. per square foot is suitable for many purposes, though it tends to be rather thick for small articles.

When leather is damped with water, it becomes very pliable, and can readily be modelled into relief. Two tools are adequate for all but advanced work—a lining tool and a modelling tool. The writer introduces leatherwork to children of eleven years of age in the following manner: After a very brief consideration of the nature of leather, designs are prepared for some small article, such as a purse, dinner mat, serviette ring, etc., emphasis being placed on the probable suitability of the design for the purpose. The leather is then damped, and the design traced on; the pressure of a pencil point through tracing paper is quite satisfactory. Then the design is pressed up from behind, by rubbing the appropriate portions on the back of the leather with some blunt tool—e.g., a painting brush handle, or a crochet hook. The lining tool is



next used on the surface of the leather, to outline firmly the whole design. If desired, and it is a very effective decoration, parts of the background may be matted. Matting tools of various patterns can be purchased at about 9d. each, but this is really unnecessary, as the end of a piece of stick well notched with a knife, or the sawn end of a piece of stick, make very effective matting tools. Their only disadvantage is that the damp leather causes them to deteriorate and need re-cutting frequently; but this is offset by the superiority of their pattern, which is neutral, and does not compete with the design as do regularly patterned tools.

The alternative method of modelling leather is more difficult, and should therefore be postponed for a year or two. All the modelling, by this method, is done on the surface with the modelling tool. The leather is damped and the design traced on in the usual way, after which the background is pressed down, thus leaving the design in relief. If desired, the whole of the background may be pressed down, or only a narrow



strip round each part of the design. The essential difference between the results of the two methods is that in the former type all forms are rounded in relief, i.e., embossed, whilst in the latter they are essentially flat.

The leather, when dry, is ready for colouring, and an embarrassing choice of stains faces one. On the whole, water stains should be avoided, as they are not often satisfactory in appearance. Spirit stains in powder form, dissolved as required in methylated spirit, are very suitable, and for considerable areas almost essential. These penetrate the leather to some depth, and are distinctly easy to apply satisfactorily. But if brilliance is desired, waterproof drawing inks are decidedly useful (Reeves, 1s. per 2oz. bottle). These



dry with a very brilliant glossy surface, which is particularly suitable for colouring the design, as distinct from the background. But if the colouring of a large area is attempted with these waterproof stains, great

Handicraft.

THE ARTISTIC, PRACTICAL HANDICRAFT SERIES.
LEATHER CRAFT. PEWTER CRAFT. PAPER CRAFT: by F. J. Glass. (Univ. of London Press. 1s. 6d. each.)

Some years ago Mr. F. J. Glass laid all teachers of design in relation to craftwork under an obligation to him, when he published his "Drawing Design and Craftsmanship." That obligation has been increased by the publication of the above series of handbooks on separate crafts. The function of a text-book, it is supposed, is to lighten the load of a teacher by offering the scholar an alternative source of reference; but a text-book which is at once comprehensive, simple to understand, and sufficiently interesting to hold the scholar's attention, is very rare. Mr. Glass has achieved his difficult task very well. Fascinatingly written and well illustrated, the books will make an instant appeal to children as well as adults. Detailed instructions are given for the beginner, hints and tips innumerable are scattered throughout the book; advice is given concerning materials; interesting information in the shape of historical notes or accounts of manufacturing processes, etc., enliven the pages.

The author insists (tactfully but firmly), that unless good taste seasons the work it must fail, and in that respect he is doing valuable service—a service particularly desired now that the cult of craftwork is so rapidly growing. There is indeed some danger that mere quantity of output may encourage the delusion that all is well with craftworkers. The crimes committed in the name of craftwork will be much less heinous if this series of craft books receive the recognition they merit.

Altogether they are excellent value for 1s. 6d.; indeed if bound in stiff covers they would be cheap at double the price.

C.R.L.

difficulty is experienced in avoiding a very mottled appearance. A pleasing effect can be obtained by colouring the background first with dark brown spirit stain, and then covering the whole of the leather, both design and background, with light brown waterproof stain, applied by means of a wad of cotton wool. This application of the waterproof stain gives a polish to the whole, which obviates the need of polishing with furniture cream, and at the same time colours the design.

The most suitable materials for lining the articles are skiver and velvet persian (suede). The former costs 1s. 3d. per square foot and the latter 1s. 6d. Skiver, being a skin that has been split, has very little strength, and should never be used alone, but it makes an excellent lining.

The various pieces of an article are usually fastened together by thonging. Punch pliers of four sizes of hole (2s.) or six sizes (2s. 6d.) are used to punch a row of holes round every edge of the leather. Where two edges are to be thonged together care should be taken that the holes register correctly. Provided the holes are evenly spaced, their distance apart is not really material, though as a rule close thonging looks neater. A very suitable leather for cutting into thongs is persian lambskin (1s. 6d. square foot), which should be obtained in its natural colour, and stained as required. The thongs are most satisfactorily cut off in straight pieces the length of the skin. Thongs can be joined in a number of different ways, but the most generally useful way is to tighten the end of the new thong under the last three loops of the old thong, and then, using the new one, fasten the ends of the old thong under the next few loops.

It is obviously impossible within the limits of a short article to give more than a general outline of the process; but most of the problems of construction are readily solved as they arise, and it is felt that sufficient detail is given to enable leathercraft to be introduced.

Free Cinema at the Imperial Institute.

We have pleasure in calling the attention of our readers to the excellent series of films exhibited at the Imperial Institute. The following particulars have been received from the Secretary:

Free displays of films illustrating life and industries in the Dominions and Colonies will be given four times daily at the Imperial Institute, South Kensington, during the month of September at the following hours:

Week-days 10.15 and 11.35 a.m.
2.15 and 3.35 p.m.
Sundays 2.45 p.m.

Sept. 4—7. Australia, New Zealand, and Canada.
.. 8—10. South Africa and Australia.
.. 11—14. South Africa, East Africa, Malaya, West Indies, Fiji.
.. 15—17. India, Gold Coast.
.. 18—21. Nigeria, Palestine.
.. 22—24. Canada, British Guiana.
.. 25—28. New Zealand.
.. 29—Oct. 1. Canada and Australia.

Notice of intending visits need not be given, but in order to avoid disappointment teachers who wish to bring organized parties of school children are advised to notify the Secretary, Imperial Institute, at least three days in advance of the proposed visit, stating accommodation required.

THE WRITING OF ENGLISH: CHOICE OF SUBJECT.

BY STANLEY C. GLASSEY.

The teaching of English has been so much before the pedagogic mind of late, so enquired into, so discussed, that it must have struck many teachers as somewhat strange that, while the importance of self-expression in speech and in writing has been enlarged upon with such persistence, few people seem to have concerned themselves overmuch with that self which is to be expressed. Yet therein lies the root of the matter.

It is, of course, true that no healthy tradition of English writing can be founded unless teachers insist upon careful craftsmanship, foster its beginnings with sedulous care, promote its growth with steady encouragement.

Not until a trailing sentence offend his ear, or a badly chosen word thwart his striving for exactness, or a stilted metaphor tickle his sense of humour, has a boy learnt, or begun to learn, the Art of Writing.

Yet, with so much granted, remains still the most important element, the self to be expressed. It is the compelling motive, the inward urge, which informs the work, gives vigour to the periods, and life and reality to the vocabulary. So essential is it that boys should write with interest upon congenial subjects, that all who have to do with the teaching of English writing should have a care lest the energies of their pupils be frittered away upon unpleasant tasks. If writing becomes a weariness, a labour to be got through perfunctorily, for craftwork we get hackwork.

Nothing in the teaching of English composition is more important than the choice of subjects; nothing demands more watchfulness on the part of the teacher; nothing brings him closer to understanding a boy than the search for such subjects. Yet it is a curious fact that, while most people are aware that great writers give seldom of their best when working to order, many teachers seem still under the impression that schoolboys, from the immature genius to the confirmed dullard, can write on the most hackneyed themes, and learn an art by means that the skilled craftsman avoids.

Yet it must not be too readily assumed that if a subject comes within a boy's range of natural activities or interests it will necessarily be a good subject for a piece of English writing. It may very easily be far from it. Vague, general, ample subjects are veritable pitfalls for the youthful essayist. How many young boys can write a really good essay on "Sports" for example, or "The Value of School Games," or "Scouting?" Many who are stalwarts in their school or house teams make but a sorry show at an essay on "Sports." But, given the subject "Sports" and invited to choose a topic within its wide limits, the same boys will write with interest on "A Ski-ing Adventure," or "A Night's Deep-sea Fishing," or "The Last Match with Camford," when the School won by two runs.

Let us consider, for example, such a subject as "Stamp Collecting," or, as it might appear on an examination paper, "Philately."

There are several ways in which this subject may be presented to a class.

It may be that, owing to the pressure of other duties, we have forgotten that such and such a form should have an

essay to write for their evening's home-work. Dashing back to our form-room a minute after the bell has rung, and just missing Jones minor and Richards major, who have slipped expeditiously out of school, we hurriedly write the subject of the essay upon the blackboard. After rapidly giving to a dwindling group a few general hints on an "outline" we depart, comforted by the reflection that we have dismissed our form with their evening's work complete. What happens? The faithful few probably return on the morrow with a much expanded out-pouring of our in-pouring, and are rewarded by a generous mark. Jones minor and Richards major arrive with a carefully rehearsed air of injured innocence, the more disconcerting because Jones minor can probably prove beyond cavil that he is an ardent collector, and "could have written pages, sir!" Others have proceeded in a batch to the General Library and have combined to make a bad précis of a stodgy article in an encyclopædia.

Thus more or less perfunctorily the task is performed, and the boys subside into grammar or literature until the next composition homework liberates once more their pent-up creative powers. Not less devastating is the somewhat opposite method of careful preparation on the co-operative principle. Giving our form a week's notice to think about the subject—a really comical device it seems to us when we have got to know more about boys—we proceed to build up on the blackboard an imposing framework so devised as to enclose firmly all the loose fittings of the subject. The net result is that some thirty frameworks are returned, some distorted beyond repair, some dismembered, some filled out more or less adequately.

If, however, the subject is given with many others so that the boys can choose a theme not only from a number of subjects, but from within the ample limits of the subject itself, there is every chance that, instead of getting thirty mediocre effusions on "Philately," the master may get something live from Jones minor, who can, if he tries, give a racy account of that memorable afternoon when he tracked down a "three-cornered Cape of Good Hope," or a "Hawaiian two cents Missionary," and beguiled the shopkeeper—for Jones minor is a card—into letting him have them dirt cheap.

Once hook Jones minor and the landing is easy; once get him to set up a standard and he should not slip back. It is boys of this type, with their superabundant vitality and their "experiencing nature" who are most worth the catching.

Hobbies are generally the best hunting ground for quarry on which to flesh the young idea. A period's informal talk with a form on "Hobbies" will do more to provide essay subjects than any textbook or collection of examination papers. Most healthy boys are keen, intensely vital, about something. Given encouragement they will communicate their zest. That is the opportunity of the English master. It may not quickly recur. The choosing of subjects will not have carried him far towards his goal of English craftsmanship, but it may, if it be wisely done, prevent him from tripping ignominiously at the very start.

A CLASSICAL EDUCATION.

BY DORIS N. DALGLISH.

High at a window in the newest pile of flat-faced offices which overlooks the station yard at Victoria, I once more murmured rapturously to myself those fascinating lines on the motor buses of Oxford which I had pieced together from quotations in reviews of A. D. Godley's "Reliquiæ."

"Bo Motori clamitabo
Ne Motore cædar a Bo
Thus I sang, and still anigh
Came in hordes Motores Bi.
Et complebat omne forum
Copia Motorum Borum."

The forum was indeed full of them; full of tamed monsters quietly and primly drawn up at their specified platforms, all looking with the eyes of urbane dragons at that excessively modern "tower," painted every day a deeper cobalt—or is it ultramarine?—from which their departures are to be directed.

"Implet in the Corn and High
Terror me Motoris Bi"

I said to myself; but could not go back to work, up above the rattle and roar, until I had asked myself the question, "Is this the typical fruit of a classical education?" After all, B. has found and appreciated this bilingual protest against the disturbers of our peace, and there were days, in the long ago, when B. required help merely for Pass Mods. unseens. But we others, who were dedicated while still young to a real, thorough-going classical education, is this all we have to show for it, the ability to laugh long and soundlessly, in places where private laughter is forbidden, over a dozen absurd couplets which aim at binding modern machinery to Roman declensions with cords of ridicule?

Some kinds of ridicule are traditionally supposed to be the thinnest of disguises for love and adoration.

Seriously, however, where are my educational fruits? A row of notebooks into which I can always dip, observing on the flickering pages many wise things about Athenian lawsuits, and devices for bringing gods from above or below upon the stage, and the lack of Latin adjectives denoting colour and the places in which I may, by travelling, find the best MSS. of Horace. Books, too, there are filled with Greek proses, my original almost lost in a cloud of corrections. "You don't think enough; and your voices are chaotic;" the red ink comment of a shy man killed on the Somme.

Memories have been collected as well as tangible proofs. In a bare room at Christ Church one heard a famous scholar's beautiful voice: "Night—and an altar—and a woman with a child," and his expressive hands emphasized with deprecatory gestures the technical tricks of Greek dramatists. At cheery lectures on Roman poetry the strictness of pre-war Oxford decreed that a chaperone must accompany that solitary woman student. Jests on Cicero delivered in the hall where it had to be supposed Shelley had sometimes eaten a meal . . . the excellent discipline afforded by Latin proses . . . the feminism of Euripides . . . books in a punt overshadowed by boughs of white hawthorn . . . the "Alcestis" played at Bradfield under a dazzling June sky.

"What knowledge or what art is thine?
Set out thy stock, thy craft declare."

I do not know. All about me the air is charged with the refinement of pathos or devotion or Epicureanism which, according to the recipe, I must have absorbed from this kind of education. I ought to be conscious of some long look back to the walls of Troy, and some long look forward to the yet unrealized reign of the philosopher-kings. I have no such consciousness, or if I have it is an amalgamation of things taken on trust, the pattering of a creed forced upon me. At the same time I know that I can, when I am not too lazy, inhabit a wider world thanks to the horrors of Buckland Green's "Notes on Greek and Latin Syntax." Does to-day's classical scholar, satiated with freedom and bored with experiment, ever stoop to using that little dark green book that bristled with quotations in which Sophocles dealt rashly with infinitives and Virgil coerced some protesting genitive into doing the work of an accusative? Somewhere still, I would gladly be reassured, there must sit the ghost of the old system. Among the rocks and parsimonious trees of that grey world of earlier scholarship which yielded so many allurements to people who had the wit to write semi-Latin rhymes about motor buses, this grim ghost must hold a relentless throne. There was a time when it seemed that the noisy threats of completely modernized and painless classical education would overwhelm the colourless kingdom and substitute for it some smartly hollow palace of learning, all lifts and dictaphones, but the savages were beaten off, not without the help of heavenly warriors such as appeared at the Battle of Lake Regillus. Once again the peace of centuries descended, even if its descent was now more partial, and left nooks of England coldly exposed to modernism, upon that old, stony land of the spirit where a cold sun shines of alleged gods. And yet from that pale sunlight of impersonal legends every age has succeeded in lighting some torch, sometimes a tricky torch whose light falls for a moment on a motor bus and then is quenched, but always a torch which could never have been lit without youthful exercise in what, I suppose, one must fashionably deprecate as gerund-grinding. There may—there must even be some ethical efficacy behind the smile with which one reads in "Sinister Street" of the cheerful undergraduate who arrived at a lecture on the "Pro Milone" apologizing for having left his Plato at the saddler's. ("Sinister Street," by the way, is one of the worthiest and most graceful memorials to itself which English classical education has produced. Re-read it, both classics and moderns, and see afresh the hideousness of that to which the novel which treats of slowly unfolding adolescence has been ever since degrading itself.) It is not merely a villainous superiority which urges the recognition and slow, delighted brooding-over of some classical joke. The process is moral, an act of play which implies a passionate underlying belief in those immutable philosophies which survive the liveliest and most impertinent examination.

HISTRIONIC HISTORY.

BY C. DENISON SMITH.

It is history lesson in 1B to-day: rather a relaxation to go into that cheery little room into which the sun streams so gaily in the afternoon. 1A is a chill, unpleasing place, and I am just a trifle tired of my rows of turnips there. Fresh fields and pastures new!

1B are "doing" "William the Conqueror." It is rather difficult to rouse some of them out of their unappreciative lethargy even by plans and descriptions of the Battle of Hastings, but if I let them *act* it all, that's a very different matter.

"Who would like to be *William*?"

Some clamour ensues, but Jeary II looks the most earnest, so I promise to try him out.

"And *Harold*?" (A hubbub). "Well, you may take that part, Drummond." This to a very chubby little person resembling an indiarubber ball with arms and legs attached. His one weakness consists in the fact that he can't forget his family at home for a moment. Any mention of the name "Mary" in Scripture lesson will evoke rapturous enthusiasm: "Oh, I have a sister called 'Mary.'" Remarkable phenomenon!

I proceed to give him some instruction in his part. "Drummond, you are cruising along off the coast of Normandy in your fishing boat." I hastily continue, fearing a piece of information about the sailing proclivities of the Drummond clan: "You get wrecked, you know—"

"Oh, yes, my father—"

"Never mind him just now. You get wrecked. Come along, Campling, and take him prisoner."

Campling, a mild person in spectacles who looks wholly incapable of arresting a fly, steps up and put one hand persuasively on Drummond's shoulder.

MYSELF: "Tell him that he must go with you—and anything else you like."

CAMPLING (with mechanical precision): "You've got to go with me—and anything else I like."

MYSELF (to Drummond): "Tell him you won't. Be angry."

DRUMMOND (fiercely ejecting the mild Campling): "I shan't! Get away!"

We continue for some time in this unprofitable strain, neither of the actors showing any marked originality. Finally, *Harold* is brought before the *Norman Duke*.

MYSELF: "Now, Jeary—your chance to act up."

But Jeary fails us utterly.

"Here's *Harold* in your hands at last—the longed-for opportunity," I cry. "What are you going to say?"

After a moment's hesitation, Jeary goes tamely up to Drummond, shakes hands, and murmurs "How d'you do?"

Drummond, not to be outdone in stereotyped politeness, replies equally tamely: "Very well, thank you. How are you?"

Unfortunately, I cannot persuade them to go beyond these pleasant drawing-room amenities, so call upon Goode to take Jeary's place. His wished-for debüt! Up to now, he has sat with sparkling eyes, longing to be in it.

A born actor, Goode, as I shall presently show, he plunges into his part with a verve which leaves us all breathless with admiration.

In a spirited address, he calls on *Harold* to lay his hand upon a coffer (my table) and swear to be his man.

Harold complies; whereupon *William*, with a tremendous flourish, flings open an imaginary lid, exclaiming: "There! Behold what you have done."

Drummond, staring at the empty air which is supposed to represent saintly bones, emits a feeble "Oh, dear."

* * * * *

They have also acted the "Loss of the White Ship"—a trifle tame, perhaps, for lack of the aquatic element—but one can swim fairly creditably on the class-room floor, so long as one does not collect too many splinters. You would rejoice to see the merry-faced Topham trying hard to "never smile again." "The Life of Richard I" afforded more scope. We had plenty of fun over *Blondel* (as represented by Stokes II) going from place to place in quest of his master, albeit that his vocal efforts were of the feeblest.

"What shall I sing?" he asked.

This was rather tiresome, as *Blondel's* repertoire is quite unknown. Various archaic songs flitted through my brain, but these seemed sadly inappropriate, and moreover, the would-be singer was not aware of their existence.

"Oh, anything cheerful will do," was the final decision.

Whereupon *Blondel* burst out triumphantly with:

"How can the guinea-pig show he's pleased,
When he hasn't any tail to wag?"

and sent the class into fits of laughter, in which the incarcerated *Richard* joined heartily. Master Stokes, dimly aware of the inappropriateness of the ballad, fished about in his mind for a genuine antique, and mildly suggested that his father used to sing a song called "Alice, where art thou?"

Rather than again convulse the class, I permitted this, after the name had been gravely changed to "Richard," and thereafter *Blondel* went from castle to castle in search of his lord.

He drew a blank covert several times, and every fortress he arrived at (were it my table, or the easel, or the monitor's desk) we all shouted: "Go away!" and Goode added loudly: "Go into the next street!" But finally, *Blondel* ran his quarry to earth near the door, and a ransom for the repatriation of *Richard* was chinkily collected.

When we duly arrived at the important matter of Magna Carta, that polished actor, Goode, played the kingly role with vigour and obvious delight.

His mind is stored with the little intimate details which go to make up life: and when the task of affixing the great seal to the epoch-making document was once achieved, he descended from his perch and began to roll on the floor in an apparent attempt to gnaw it.

On being called to order he rose with offended dignity, and reminded me—almost sternly—of the fact that the unbridled Plantagenet grovelled on the floor of the pavilion, and bit the straw in a rage.

I'm afraid that many of them will call that fact to mind whenever they remember the charter of their liberties.

SPEECH IS A HABIT.

BY ALICE WRIGHT.

It is difficult to make up for the lack of good speech training in the elementary schools. Speech is a habit, and, like other habits, it is formed early, and when children leave school uncorrected in their speech, it is almost impossible to make good that neglect. Their tongue always betrays them.

It is no good arguing that the school time of five and a half hours a day would have no effect against home and street influences. Speech is very neglected in the schools and much more can be done for it than is done.

This is the story of a head mistress who took over a big girls' school in a large town in the north. Her chief assistant, anxious to show her the excellence of the school work in the top class, produced some beautifully written "compositions." These were very good, and the head asked to have one of the little writers pointed out to her. The child came along to remove some books from the table, and hoping to make friends, she asked, with a sweet smile, her hand waving above her head: "Shall us move them books of a Friday every week?"

Yet her little essay on her baby sister was as sweet as her smile, and as correct as her pinafore! But there was no connection in her mind between the written and the spoken word. She had no idea that to speak correctly needed as much care as to write correctly, and that the spoken language was "composition." Upon leaving school she would have to use her tongue every day, whereas she might pick up her pen once a month, and her handwriting would always be unformed and childish.

Free speech is not allowed in 90 per cent. of the classrooms. "Don't speak" is for ever on the teacher's lips, and is the motto of most classrooms. It would take some time to describe how this state of things might be improved in the large classes, but free speech under observation is the first need.

Good speech can be practised in the elementary school. The teacher will realize its importance if he will look beyond the walls of his classroom into the bigger world.

The infants' school is the place for watching the child's speech movements, for making strong lip movements a habit, and for securing correct vowels. At this age children are continually imitating new words and sounds, and their ears are peculiarly alert; their speech organs are ready for any movement.

Special daily practice lessons should be the work of the upper school so that the children's ears are in tune with correct sounds. This can be done during the time allotted to the general subjects. It needs no particular periods on the crowded time-table.

The cinema and the wireless are the present-day continuation schools, and by their means the wide humanizing powers of music and story and travel find their way into the homes of the people. Those who were deprived of these influences in school can thus enrich their imagination and develop their sympathy. Through the wireless "Uncles" and "Aunties" good speech has its imitators. But nothing makes up to the great majority of elementary school children for the neglect of English speech in our schools.

LEGAL NOTES.

The Carmarthen Case.

At the time of writing these notes the Carmarthenshire case is unsettled. Regrettable as the state of affairs may be from many points of view, the dispute has features of interest for the student of constitutional law, and from that academic standpoint alone it is satisfactory that at least one of the 318 authorities in England has raised the issue. It is one on which we should rejoice to see the judgment of the courts pronounced, for however cogently the expression of the arguments for either side may be put, there is still that intensely interesting question of *ultra vires* that calls for an authoritative answer. For seven or eight years now, ever since the first Burnham Committees sat, that problem has been obtruding itself in varied forms, but its existence has been ignored. The matter has been raised on more than one occasion in the EDUCATION OUTLOOK, where as long ago as July, 1922, appeared an article under the heading "Salaries a Constitutional Issue."

The Issue in 1920 and in 1927.

This issue then was not quite the same as it is now, for the Board of Education had not then expressed its mind on the matter in any document that had any statutory value. Circular letters may be very valuable and coercive expressions of over-riding opinion, but they cannot make new law or confer powers or impose duties that have no legislative background or warrant. What the Board sought to do irregularly by letter, it now purports to have done regularly by Statutory Rule and Order. The issue now is, then, the validity of that rule and order contained in the "Code"—the grant regulations for elementary schools—and in other regulations of this series, which imposes the duty to pay the Burnham Standard Salaries on an unwilling authority, which asserts its right to decide the matter in its own way; a right conferred, it is alleged, by statute, viz., the Education Act of 1921; a right that has existed without diminishment, as is urged, since the Act of 1870 first gave it them. That is the issue, and that only. Even if the two conflicting parties settled their differences in their own way either by arbitration or compromise, the issue would not have been settled, for it goes to the root of the whole question.

Delegated Legislation.

The making of Statutory Rules and Orders, by whatever other name they may be known, is an instance of delegated legislative power. Normally Parliament legislates and the Executive governs. "If Parliament," says Mr. C. T. Carr in his little book, "Delegated Legislation, 'delegates legislative power to the executive, then both the legislative and the executive functions are in the same hands.'" Without making any nice distinctions between executive and administrative it is clear that the issue in the Carmarthen case does depend on the question whether the Government as represented by the Board of Education has exceeded its statutory mandate. Regarding an Act of Parliament, no such question can be asked—Parliament is legislatively omnipotent; a Government department is not. Fortunately for us all, the courts can always be moved for a declaration as to whether its powers have been overstepped or not.

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BLUE BOOK SUMMARY.

Amended Training Regulations.

The Board of Education have issued draft amendments of the Regulations for the Training of Teachers, 1926. (Amending Regulations No. 1, 1927.) Article 15 (a) (i) concerning the minimum age of entry for students, makes that age over 18 "or 17 if he is commencing a four-year course which includes work for a university degree, on the first day of the academic year for which he is admitted to the college." (This modification has already been announced to the colleges.) The second alteration amends Article 20 (a) and seeks to remove the disadvantages of the old arrangement concerning grants to the colleges, which were pointed out in the Departmental Committee's report on page 149. The new scheme of capitation grants stabilizes the amounts "by consolidating with the basic grants the variable additional grants which have hitherto been renewed from year to year . . . and have depended for their amount upon the scrutiny of the accounts of the college." The new rates are calculated by reference to the average amounts paid in the last two complete years. In some cases this means a reduction in the sum hitherto paid. But the only alternative, as the Board point out in their Circular 1393, would have been to stereotype the grant to each college at its existing rate, if the charge on the Exchequer was not to be increased. This would have penalized a college that had been economical in the past, or had for any reason fallen below its normal level of expenditure.

Another recommendation of the Departmental Committee has been implemented. On page 107 of their report that committee supported the claim of the University Colleges to admit students to four-year courses for university degrees. By substituting the words "Training Department in connection with a university or university college" for the "University Training Department" of Article 20 (b) and (c) the new regulations (which have effect from August 1st) the Board have given effect to this recommendation. But for the future the Board will not recognize three-year courses at these colleges when they comprise a degree course together with professional training, except where a student has passed an intermediate examination for a degree before admission.

The Young Person in Industry.

There are thousands of people who have no more knowledge of factories and workshops and the life of the workers therein than can be gleaned from a moving picture in some so-called educational cinematograph film. That is they have no knowledge at all. Living, maybe, far removed from big industrial centres, they are in contact with none of the problems of industry which affect the human beings directly concerned in them, and in consequence give no thought to the conditions of life of masses of workers, more especially the juvenile section of them. For half-a-crown they may procure some enlightenment from a study of the annual report of the Chief Inspector of Factories and Workshops, particularly that part of it which deals with "The Young Person in Industry." (The Stationery Office label is Cmd. 2903 of July, 1927.)

Miss Hilda Martindale, H.M. Deputy Chief Inspector, has much to tell, both good and bad, though the bad seems to preponderate. "Welfare" is an elastic term, but the elements in it that are the chief concern of the young worker and of the people for whom he works—or should be—are three in number—the choice of his employment, production during that employment, and his education for that employment. Concerning choice, Miss Martindale tells us, "in practice little consideration is given to it," although the selection of a boy or girl for the work they are to undertake demands "special care." The young people are often transferred from task to task according to the exigencies of the job and not the needs of the child; though on the other hand there are rare cases where almost excessive pains have been taken to fit the worker to the work. Foremen and forewomen, sometimes very young and usually very inexperienced where young persons are concerned, have it in their power to dismiss a boy or girl for alleged unsatisfactory work; there is no attempt at giving them something more appropriate to their particular needs. They are left much to themselves, have very little training, and get on with the job as best they can. "It is exceedingly rare," we are informed, "that any attempt is made to ensure that young workers are standing or sitting in the position best suited to their work." The physiological problems concerning the incidence of "fatigue" don't exist, or are ignored, in some workshops. In a jam factory, for example, the jam had to be poured into pots placed in trays on the floor, and then the trays were lifted and placed on trolleys.

As to protection, in spite of many excellent Acts of Parliament to that end, the number of accidents, some fatal, that still occur is really alarming. In 1926 over 17,000 accidents occurred to boys, 51 ending fatally, and 5,757 to girls, including six deaths. True, these figures are smaller than formerly, but no favourable conclusion can be drawn from that, for it is a fact that there are by many thousands fewer boys and girls in factories and workshops than in 1925—though at some age-periods there is a relative increase, for the unskilled labour of young people between fourteen and sixteen is in greater demand as the mechanical contrivances they are set to control become more and more automatic. Miss Martindale mentions some really startling cases of negligence—one was that of a boy of fourteen who was set to work a power-press on the first day of employment and without any factory experience, and therefore "understood neither the dangers nor the safeguards of these machines." Inevitably, accident followed. Another boy of fourteen lost an arm because he had never been told of the risk of working without a guard on the machine on which he was employed—surely a criminal neglect of duty on somebody's part.

There is much in this interesting report of Miss Martindale that there is no space left to deal with now—more especially that part which concerns continued education. Though much more remains to be done, it is satisfactory to know that efforts by employers in this department are being increasingly made.



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THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

The Present Position in Carmarthenshire.

The mass meeting to which I referred last month took place on 16th July. There was a very large attendance, and the very large number of resignations handed to the Union's officials, to be used at the discretion of the Executive, was evidence of the teachers' determination to back their Union to the full in its endeavour to secure the adoption of the Burnham Award by the only Education Authority in England and Wales which has not already adopted it. During the first week of the holidays there was a further development in the case necessitating an emergency meeting of the Welsh members of the Executive and all officers and officials whose attendance was possible.

The Authority's Latest Move.

Finding its refusal to meet representatives of the teachers in conference under the chairmanship of the President of the Board of Education is not doing it any good in the eyes of the public, the Special Committee of the Authority appointed to deal with the dispute has issued to the South Wales Press an intimation of a change of attitude. The Special Committee makes a long statement and now asks—through the press, and not by direct request to the N.U.T.—whether the Executive are prepared to meet it with the President of the Board as chairman, "and if the President suggests arbitration or any other *modus* outside their irreducible Scale III, will they favourably consider such suggestion?" In other words the Special Committee asks the Executive, a constituent part of the Burnham Committee, to be disloyal to that committee and settle the dispute by agreement outside the award!

The Union's Reply.

The following reply has been sent to the Press from Hamilton House: "While the statement of the Local Education Authority contains the repetition of arguments and assertions which have already been repudiated on behalf of the Union, the announcement that the Authority is willing to meet representatives of the National Union of Teachers is to be welcomed, if it leads to agreement on terms of reference calculated to end the dispute amicably. It must, however, be understood that the Union can do nothing which will prejudice its standing as one of the parties on the Burnham Committee or its loyalty or its obligations to that Committee. Neither can the Union take any part in any negotiations which would seem, either as to procedure or result to over-ride the position of Lord Burnham as arbitrator of the current award. To discuss any compromise which does not involve the issues set out above should not be impossible, and if the Carmarthenshire Education Committee will communicate with the Executive of the National Union of Teachers with a view to a joint meeting to explore the situation, the proposals will have the earnest consideration of the Executive." There, at the moment of writing, the matter rests. The next meeting of the Executive will be held on Saturday, 3rd September.

The Joint Six.

The committee representing the four secondary teachers' associations, the Association of Technical Teachers, and the National Union of Teachers, is still

trying to discover a means whereby to establish closer co-operation. There appears very little hope such discovery will be made. Of course the ideal solution would be a close federation of the existing organizations under some such title as the National Federation of Teachers; but the difficulties to be overcome to make such a solution possible are, I am afraid, insuperable. The great question of control would have to be settled by agreement, and an agreement which would be satisfactory to each of six associations so vastly differing in point of numbers, accumulated funds, etc., etc., while not impossible of course, would be very hard to reach. Still, there is no harm in continuing to explore the position. Inter-communication is good and the existing relations between the several organizations concerned are happy and likely to remain so.

The Towers Case.

Mr. Towers, whose certificate was so arbitrarily withdrawn by the President of the Board of Education early in the year, has not yet had it returned. He is still being sustained by the Union. There is grave discontent among teachers generally with the present position. The Executive continues to receive resolutions asking it to take special action in the matter with a view to the removal of the injustice in this particular case and the prevention of any future case of a similar character. It is hoped the President of the Board may reconsider his decision of his own initiative.

Compulsory Retirement at Sixty.

At its last meeting and as the result of action taken by certain local education authorities, especially in Wales, the Executive of the Union adopted the following recommendation of its Tenure Committee: "The Executive views with the gravest concern proposals made by certain local authorities that teachers should be compelled to retire upon reaching the age of sixty or on becoming eligible for pension, and hereby resolves that every possible step shall be taken to deal with the situation." A special meeting of the Tenure Committee has been summoned to consider the whole position.

* * * * *

I regret to announce the death of two prominent Union workers: Mr. Henry Lynn, Barrister-at-Law, and formerly for many years Standing Counsel of the N.U.T., and Mr. Charles J. Chase, a Trustee of the Union's Benevolent and Orphan Fund and an indefatigable worker on its behalf.

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Mr. W. W. Hill, Vice-President, and Mr. J. H. Brown, member of the Executive, represented the N.U.T. at a recent conference of the Dutch teachers. They have furnished interesting reports on education conditions in Holland.

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Mr. A. A. Thomas, Barrister-at-Law, and Standing Counsel to the National Union, reached the retiring age under the Union's Superannuation Scheme on 12th August. In view of his outstanding services the Executive is to consider in September whether Mr. Thomas shall be asked to continue his services to the Union for a longer period.

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NEWS OF THE MONTH.

Young America Comes to England.

Last year Mr. Charles K. Taylor, of New York City, brought over three boys from the States to introduce them to English schools and English schoolboys, with a view to getting a first-hand acquaintance. This year he has brought twenty from eleven schools in eight different States of America. The boys have made all their journeys on tandem bicycles, beginning their tour at Cheltenham, where they had their first experience of cricket. Before they left Southampton on August 17th they had visited Rugby, Oundle, Gresham, and all the show places in London, as well as the Potteries and the Lake District. A similar party, probably larger, will come here next year.

Is It True ?

Alderman R. G. Patterson at a meeting of the Staffordshire Education Committee made some comments on the making of maintenance grants for students who had obtained county scholarships. Many persons applied for them, he said, who ought to be ashamed to do it. In the old days parents were prepared to sacrifice something to give their children an education. Now, if they had a child above the ordinary intelligence they seemed to think it was the duty of some one else to pay for special education. Wholesale granting of such aids had created a wrong impression, and spoon-feeding by the State had affected the spirit of duty.

Dorchester and Thomas Hardy.

The new Dorchester Grammar School, now in course of erection on a site in the Fordington Field, a part of the Duchy of Cornwall estate, is one of the oldest foundations in the country. The old school was first endowed by an earlier Thomas Hardy in a deed of August 3rd, 1579. Three hundred years later a new scheme received royal approval, the ancient foundation was enlarged, and a new school opened in Dorchester in 1883. This is no longer meeting modern needs, and the new school, which will accommodate 200 day boys, will cost £20,000. Mr. Thomas Hardy laid the foundation-stone at the end of last month.

Choir School to Day School ?

The Dean and Chapter of Westminster have already considered a proposal to change the Abbey Choir School in Dean's Yard into a day school. No decision has yet been arrived at, but further discussion will take place when the Chapter reassembles in the autumn. If the scheme is adopted the rooms now used for bed and board by the choir boys will be let as offices and flats, and the expenses of the school greatly reduced thereby.

French in Two Months.

An interesting text-book is promised this month by the University of London Press. Illustrated by "His Master's Voice" gramophone records, it will enable, says M. Stéphan, any ordinary person, though previously ignorant of the language, to speak French fluently within two or three months. Vocabulary has been reduced to 1,000 words, and the preterite, second person singular, and the subjunctive have been eliminated—the last almost. Instruction is indicated by curves and straight lines. It seems to be the kind of help that Englishmen have been looking for.

Whitgift Grammar School.

The head master of King Edward VII Grammar School, Sheffield, Mr. S. R. K. Gurner, has been appointed to succeed Mr. S. O. Andrew as head of the Whitgift Grammar School, Croydon, Surrey. He is thirty-seven years of age, and is a member of the Education Commission appointed by the Church Assembly. The appointment was made by the Archbishop of Canterbury.

Manners Makyth Man.

"Dora Hill at our school, she would never think of saying 'Please' or 'Thank you' and she never shuts the door." Thus is Dora held up to shame by one of her fellow pupils in an essay on "Good Manners" written at an examination for a scholarship. Other embryo Emersons deal with the task in more general terms. "A child that has good manners is a child who stands up when people come into the room, who apologises when it stands on anyone's foot or hits anyone accidental." Such trifles as slamming doors, entering a room without knocking, putting elbows on the table, are "the little things that count when one is trying to be employed." Dora Hill, it seems, has not discovered that "Manners are cheap, and you do not have to buy them."

Pith, Power, and Promptitude.

A recent issue of the *Journal of the Royal National Lifeboat Institution* contained extracts from the efforts sent in by children in the seventh essay competition for prizes given by the Duke of Northumberland. According to one youthful thinker, the League of Nations was helping to bring peace in the world, "but the lifeboat service has a better chance." Another declared the lifeboatmen perform their task with "pith, power and promptitude." A third said: "The British Isles appear to be solitary dots on the shiftless sea of existence." The following gives a forgotten account of the origin of the Society: "In the year 1824, while Lieut.-Colonel Sir William Hillary, Bt., was on holiday in the Isle of Man, there were so many wrecks in one week that his holiday was spoiled."

Sir Cyril Ashford leaves Dartmouth.

An inspector under the Board of Education, Mr. E. W. E. Kempson, has been appointed to the head mastership of the Royal Naval College, Dartmouth. He succeeds Sir Cyril E. Ashford. Sir Cyril Ashford was at King Edward School, Birmingham, and at Trinity College, Cambridge. In 1890 he went to the Cavendish Laboratory of Physics, and then to Clifton College and Harrow, where he was head of the Science Department. In 1903 he was appointed to Osborne under the Fisher Scheme, and was transferred to Dartmouth when the Royal Naval College was started in 1905.

Tenison Grammar School.

The foundation-stone of the new buildings of Archbishop Tenison's Grammar School, at Kennington Oval, was laid by the Archbishop of Canterbury. Under the stone the Archbishop laid a box containing a history of the school, a half-crown, a shilling, a copy of *The Times*, the school magazine, a programme of the ceremony, and some Governors' visiting cards. Mr. A. H. R. Tenison, the architect, is a descendant of the Archbishop's brother.

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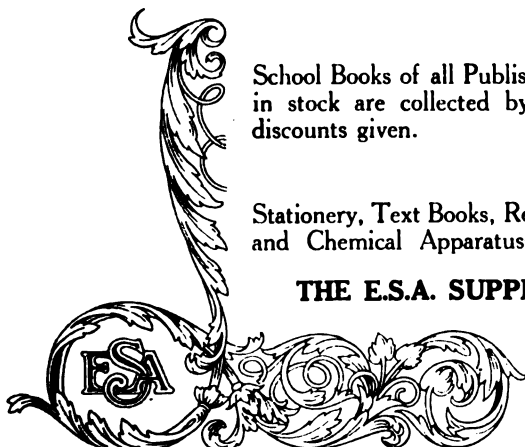
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LITERARY SECTION.

BOOKS AND THE MAN.

"Directing Mental Energy."

Under this title the University of London Press has published at 8s. 6d. net a book written by Dr. Francis Aveling, University Reader in Psychology at King's College, London, and President of the British Psychological Society. The volume is handsomely printed and bound, furnishing welcome evidence that it is becoming possible to produce important books at a reasonable price and in seemly dress.

That this book is both important and valuable will become evident at once to those who read it. Dr. Aveling sets himself the task of discussing the problem of how to make the most of life, a theme which has produced countless treatises and sermons. Instead of handling it in the vague and spacious fashion which is all too common, Dr. Aveling contents himself with pointing out many valuable lessons in the conduct of life—"little economies in the expense that living at all entails, economies in our physical and mental energy." He reminds us that this is something to be understood and practised by everyone, whatever may be his meta-physical theories or his moral ideals.

Hence we have a series of interesting discussions on waste in human and bodily energy, fatigue, waste in mental energy, memory, mental testing, vocational guidance, emotional wastage, will wastage, ideals, will and character, disturbance and sublimation, games and play, with an appendix on psycho-physical theories, a full bibliography and a useful index—altogether a most workmanlike and satisfactory piece of work.

From the outline I have given it will be apparent at once that the book merits the attention of all teachers. We may speculate about life and its purpose but we must live. We must, moreover, try to teach our pupils how to live. Few of us can rise to abstract conceptions of life and its purpose, but all can learn some simple lessons which will teach us to make use of life, to avoid needless waste in physical and mental effort, and to exercise some kind of conscious guidance over thought processes. It is in this practical business of living that Dr. Aveling offers help and good counsel based on his deep knowledge of mental operations. His chapter on memory, for example, is full of advice which can be adopted and put into practice in the daily work of any school.

The great merit of the book is in the fact that the suggestions offered are based on scientific principles. Unlike so many of our teaching devices, memory systems, and the like, they have nothing of a patent medicine flavour about them. They furnish exactly the kind of authority which an intelligent teacher ought to ask for when confronted with suggestions on method.

I hope that every intelligent teacher will buy this book and use it for his own needs and for those of his pupils.

SELIM MILES.

SCIENCE PROGRESS. A Quarterly Review of Scientific Thought, Work, and Affairs. No. 85, July, 1927. (London, John Murray. Pp. iv+188. 7s. 6d. net.)

It is necessary only to call attention to the issue of the July number of this well-known Quarterly. It contains the usual features and will prove of great interest to the reader who wishes to know the trend of science in its various branches. T.S.P.

REVIEWS:

Education.

THE LONDON CHILD: by Evelyn Sharp. Drawings and Illustrations by Eve Garnett. (Bodley Head. 7s. 6d.)

Every teacher of London—not to say of city—children, every educationist, whatever his or her function with regard to children, the Board of Education, *en bloc* and individually, including the President and the permanent staff, should read this book. Parents, too, and those who have anything whatever to do with persons under fourteen—or over it. It may sound somewhat extravagant praise, but it does seem to this reviewer that never before has any writer taken so much pains to compile a study of one chunk of the material on which the educationist has to work. Miss Sharp loves the London child, and one sees her, notebook well hidden, but ready to come out at the first opportunity, observing from many angles. The book, she writes, "does not claim to be more than a few chapters in the life of the London child of the people, written by one who was once a London child, and perhaps on that account has always a fellow feeling with modern young London." It is a contribution to the literature of education, written with insight and humour, and it traces the life of the child from the baby clinic up to school-leaving age. We go with the boy and girl to school, to the park, the street playground, the pictures, the pantomime, the school play, the swimming bath, the plot of London clay that is a garden, the children's court, the certified school, the hospital. Some delightful little character sketches are included, one of the most charming perhaps being "Elsie," a story of a fatalist who is convinced that "you gotter live where you're borned" and that "it ain't no use making a song about it," and that condensed milk "wiv a taste in it" is as greatly to be preferred to real milk as Wapping is to Devonshire. G.V.

MODERN EDUCATIONAL THEORIES: by Boyd H. Bode, Professor of Education, Ohio State University. (Macmillan. Pp. 351+xiv. 7s. 6d.)

American books on the theory of education, particularly when they are discussing curriculum problems, have a knack of being so far ahead of ours as to give an air of remoteness. The thesis of this book, for example, is that the humanizing of the social order is tied up with the problems of humanizing the curriculum, and the methods of curriculum which the author finds it necessary to criticize—the "job analysis" method, the "project" method, the "sociological determination of objectives" method—sound strangely in our ears. We are still very much occupied with the first question which he raises, that of deciding between the rival merits of a logical and a psychological organization of the curriculum. About this Professor Bode has some good things to say, though he takes rather too long to say them. English readers may find, too, something of weight in his discussion of the pros and cons of vocational education, with which the book is largely concerned. H.C.D.

SOME PRIMARY METHODS: by Laura Gillmore Sloman. (Macmillan. Pp. 293+ix. 7s. 6d.)

This is a book which should interest teachers in infant departments and in the lower standards, and particularly those who have experimented with the project method. The author believes that project work can be begun as early as six years old, and she outlines many interesting projects for young children. She has no use for teaching which does not allow children plenty of activity during lesson time, and her useful chapters on the English Language, Reading, and Arithmetic will give the teacher many a hint as to how to make these lessons more practical. The book is written in a clear, conversational style. H.C.D.

SPELLING PREPARATION FOR MIDDLE FORMS: by A. A. Hughes, M.A. (Longmans, Green. 1s.)

This book might usefully have had a few introductory words. The setting of the pages is difficult to follow, and the style adopted by the printer may confuse the student. As a collection of words, the book is calculated to enlarge the vocabulary in a natural way. From page 25 and onward we seem to encounter an afterthought of the author which somewhat detracts from the real usefulness of the compendium. H.C.

(Continued on page 336.)

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ALPHA OF THE PLOUGH. Second Series. (Kings' Treasuries of Literature." (J. M. Dent and Sons, Ltd. 1s. 4d.)

The Kings' Treasuries of Literature are now so well known and their general excellence has so often been noticed in these columns, that further comment is perhaps unnecessary. But we would like to give a word of welcome to this volume from the pen of a modern writer. To be able to obtain at trifling cost a collection of essays by a distinguished living essayist is a privilege too rare to pass unnoticed. The essays in this volume have been specially chosen by the author, and it will be sufficient to say we have enjoyed every one of them.

P.M.G.

MEMORANDUM ON THE TEACHING OF ENGLISH. (Cambridge University Press. 3s. 6d.)

This is a revised edition of the memorandum issued by the Incorporated Association of Assistant Masters in Secondary Schools and first published in 1923.

Most of our readers are familiar with the original memorandum which has attained so wide a popularity as to demand this further issue. The memorandum contains the collected wisdom of some eighty teachers of English, and for this reason commands respect. The outcome of collective wisdom is, however, likely to be a somewhat colourless and diluted affair, and is generally too cautious to be interesting. Moreover, it is easier to say what ought to be done than to indicate how to do it : and, in striving after the latter, the committee set themselves no easy task. Perhaps it is only in the class-room that one can really learn to teach, and the most that a book can do is to offer suggestions and to give some notions of what has been done by others. The present volume does both and does them very well. There is a chapter on school examinations containing a model examination paper ; and two useful appendices have been added, one on School Drama and the other on Home Reading.

P.M.G.

STUFF AND NONSENSE : by Walter de la Mare. With woodcuts by Bold. (Constable. 7s. 6d.)

If we had not known enchantment, had not been conducted, by way of the thin places in the filmy veil that hangs round the world of sense, into the regions of faery, by this particular guide, then we should give a clamorous welcome to a book which so deftly recalls us to our Lear. Mr. de la Mare in other books, by beauty of language and richness of fancy, has spilt us for the merely funny. We miss, in this volume, the fairy mimbling mambling in the bushes outside our window, and we are not entirely comforted even by the "small hermaphrodite" who—

. . . lived on acorns, dewdrops, cowslips, bilberries, and snow—

A small, shy, happy, tuneful thing, and innocent of woe ;
Except when these malignant imps, his tenderness to vex,
Would tease, torment, and taunt, and call him "Master
Middlesex."

He ran away ; he went to sea ; to far Peru he came.

There where the Ataquipa flows and odorous cinchona
blows and no one knows his name,

He nests now with the humming-bird that sips but never
pecks ;

And silent slides the silver Brent, and mute is Middlesex.

That ought to learn Surrey, Bucks, and Kent their manners.

But if we can put out of our minds Walter de la Mare, poet, and think only of Walter de la Mare, rich humorist and jolly after-dinner rhymester, this is a book to treasure. Its double limericks will be quoted at many tables : There was an old man . . . a Boojah of Ghat . . . a skinflint of Hitching . . .

an old person of Dover . . . an old man who said : " I am and therefore, O rapture ! I think ' . . . these and others will become current coin among us. If one of us breathes the word " Freud " the other of us will most certainly retort :

What's worse, says he, and I've seed it in books

On most peculiar themes,

If you hankers to know what a willain you are,

Keep a werry sharp eye on your dreams.

Look at em close, James, and you'll find

You've got a fair horrible sink of a mind,

Like a bog in a fog that steams.

G.V.

TYPES OF POETRY. Introduction and Notes by Howard Judson Hall. (Ginn and Co. 15s. net.)

Apart from all other considerations of merit this volume affords merely through its size and scope an anthology of English and American poetry of immense value and interest. We learn that the book has been fifteen years in the making, and it is a worthy memorial of so much expended labour. The mass of material with which the compiler has had to deal has been systematically arranged under various headings differentiated by subject matter, form, and style, while within such divisions the poems have been placed chronologically. Thus the student who wishes to examine any one particular type of verse will find collected for him in sequence a series of poems all of the required type, from the earliest example to the product of the present day. Comparison therefore will provide for the reader a valuable estimate of progress and development in any type of verse, and conclusions may be drawn at first hand far more valuable than can be extracted from literary text-books.

At the head of each main division is a short account of the type of verse to which it serves as an introduction, and an excellent chapter on the essentials of verse structure together with a biographical index are appended.

V.H.S.

German.

THE ROMANTIC MOVEMENT IN GERMAN LITERATURE : by K. Breul. (Heffer. 7s. 6d.)

We are thankful to Prof. Breul for undertaking the by no means easy task of compiling this anthology, intended for university and senior school students, which is the first of its kind to appear in this country. Most students must find it as difficult to get a clear comprehensive grasp of the German Romantic Movement, with its host of very talented men, belonging to schools which, to the inexperienced eye, seem to differ little, as it is simple to survey the previous classical period, with its outstanding geniuses, each a strongly original personality and representing definite and distinct ideals. Anyone who has read through this book should have a clearer understanding of the movement and be able to answer the type of question set in examinations. The extracts from each of the thirty-two writers represented are prefaced by a brief "Life," written in German. In the Introduction of twenty-three pages, there is a short history of the origin of the movement and of its schools and an anatomical analysis of its main characteristics, presented under such headings as : "Periodicals," "Metres," "Subjects," "Political Background," etc. There are also ample notes and a useful bibliography. The guiding principle in selecting extracts has been to whet the appetite for further reading and so the main stress has been laid on poetry and fiction. Nevertheless it is a disappointment not to find represented such stimulating philosophers as Schelling and Schleiermacher, for no movement was more strongly influenced by its philosophers than the Romantic. But as Prof. Breul has almost promised us a further selection we may yet hope for readings from authors whose works are not easily accessible or are too long to be read *in toto*.

J.S.H.

(1) TEST PAPERS IN GERMAN : by H. Midgley. (Pitman. 3s. 6d.)

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(Continued on page 338.)

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Few Englishmen had the luck to hear Frederick the Great play the flute at Potsdam, or to watch Henry, Cardinal of York, the last of the Stuarts, say Vespers in Rome. Both experiences, however, fell to the lot of Fanny Burney's father, Dr. Charles Burney, as well as encounters abroad with such notable figures in the literary and musical history of his time as Voltaire and Rousseau, Mozart and Gluck. The story of these experiences has long been lost in the voluminous "Journals" published by Dr. Burney on his return from his travels, the main object of which was the acquisition of material for his "General History of Music." The best portions of these "Journals"—no edition of which has appeared since the eighteenth century—have been selected for a volume entitled "Dr. Charles Burney's Continental Travels, 1770-1772," which Messrs. Blackie have nearly ready under the editorship of C. Howard Glover. Apart from their musical interest, there are many striking pictures in these passages of the condition to which Europe had been reduced as a result of the Seven Years' War and of the varied adventures which befell Dr. Burney in days when continental travel required the courage and endurance now demanded of any Arctic explorer.

Dr. J. A. Nairn, late Head Master of Merchant Taylors' School, has written a book on "Greek Prose Composition," which will be published by the Cambridge University Press early this month. It is a companion to the author's "Latin Prose Composition," published in 1925, and contains an introduction on the writing of Greek prose, a number of passages for translation into Greek, and the author's own versions of these passages. The same press will also publish this month a book on "Latin Prose Composition for Juniors," by C. F. C. Letts and G. M. Jackson, designed for pupils of the ages of ten to fourteen, who have learnt Latin long enough to master the simple sentence. This book is divided into two parts, the first covering what is required for the Common Entrance Examination, the second what is required for Scholarship Examinations.

Messrs. Longmans, Green announce that they will publish this month a new edition in two volumes of "Recent Advances in Organic Chemistry," by Alfred W. Stewart, D.Sc. The first volume of this new edition forms an introduction to the second, but it has a unity of its own and will be found to contain material suitable for third-year students. The second volume is intended for honours students and post-graduate workers. It contains a description of the latest researches in several fields of interest in modern inorganic chemistry. In some of these, the main work of clearing up the subject has been completed, whilst in others the problems are still unsolved, and it is possible only to give some account of the present-day state of knowledge.

The University of London Press will publish about the middle of September an important new book by Sir J. Adams, entitled "Errors in School: their Causes and Treatment." This book will make a direct appeal to all teachers in a very practical way, as the author expounds the preventive as well as the curative aspects of error-treatment. The same Press will also issue "Art in the Schools," by J. Littlejohns, with an introduction by R. R. Tomlinson.

Messrs. Methuen have just published "A Preparatory Geometry," by C. J. H. Barr, M.A., Joint Head Master of the Leas Preparatory School, Hoylake. The book is a clearly-reasoned, intelligible, and interesting introduction to geometry for beginners in any school.

The University Tutorial Press have just published "Easy Lessons in Wireless," by R. W. Hutchinson, M.Sc. This book is intended for the absolute beginner. No knowledge is assumed on the part of the reader of electricity, or wireless, or mathematics, and the language is simple, yet the knowledge imparted is accurate and based on sound scientific principles.

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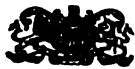
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OCTOBER, 1927

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 Broader Outlook.

The meetings of the Educational Science Section of the British Association at Leeds were unusually interesting and important, going far to justify the separate existence of the section. In her presidential address the Duchess of Atholl gave an admirable survey of educational development in England and Scotland, urging the need for a wider outlook in the choice of subjects for the curriculum. She quoted freely from the Hadow Report, and showed that she, at any rate, understands the significance of its recommendations, and is not disposed to treat them as a mere demand for money. Her address emphasized the importance of looking at our educational aims and methods from a new standpoint with the object of bringing them into line with modern conditions. She pointed out that children have a keen sense of purpose, that they find interest in studies which they perceive to have a bearing upon their own projects, and that as they reach adolescence they become especially desirous of learning things which will prepare them for their future career. The value of practical work was stressed, not only on the ground of its interest but also as an aid to the training of character. The Duchess invites us to devise curricula which shall be varied according to individual needs and shall always be in harmony with our growing knowledge of the mental development of children.

Some Doubts.

Already there is some discussion as to the inner meaning of the Duchess of Atholl's address. There are those who remind us that she is the Parliamentary Secretary of the Board of Education, and they read into her advice a determination on the part of the Government to turn the schools into places of "vocational training." These fears are ill-founded, and they are not warranted by a careful study of the address itself. The term "vocational training" is a mere bogey, since no school can possibly undertake to train boys and girls for the highly-specialized and infinitely varied activities of a modern factory. The argument for a revision of the curriculum rests on educational grounds. These were referred to by the Duchess, who was at pains to expound the psychological issues as revealed by the work of Professor Burt and Sir Charles Sherrington. The case was admirably summed up in her quotation from Sanderson of Oundle, who said that the majority of boys thought in things, not words. This is true, but we continue to give education as a thing mainly of words, ignoring the plain fact that the majority of boys and girls leaving our schools are not educated in any real sense but have no permanent interest in the subjects we have offered, nor any firm link with the world.

The Adolescent.

The core of our educational problem is to be found in our dealings with the adolescent. The Hadow Report recommends a raising of the school age in elementary schools to fifteen, and this step will probably be taken sooner than some critics expect. But a mere raising of the age will serve no good purpose beyond the excellent one of keeping young people off the labour market. We must not think of the education of adolescents solely in relation to the elementary schools. Boys and girls leaving those schools at fourteen differ in no essential respect from their more fortunate fellows whose parents can afford to pay secondary school fees. Our problem is to discover and introduce educational activities which will arouse interest and effort at this critical period of life. It will be a great mistake if we establish central schools on a basis of class division, assuming that all who attend them are destined to become manual workers. It is the fear of this that gives substance to the criticism of "vocational training." Our public elementary schools have always been handicapped by the widespread belief that they are to be used only by "the children of the labouring poor." The argument for practical studies applies to secondary schools—including the great public schools—no less than to central schools and to other forms of post-primary education.

Some Facts.

The argument for raising the school age and providing some form of educational supervision for adolescents seems to be unanswerable. Before the war those who sought aid from the Wood Street Mission in Manchester were mainly old men between 50 and 70, whose want of employment was chiefly due to age. Now the applicants are for the most part young men between 17 and 25. They left school at 14 with no regular job; a period of intermittent work brings them to 16, when they must have insurance cards. It is cheaper to replace them by youngsters fresh from school. So it goes on, and every year we are manufacturing unemployables and loafers. The money we are now spending on poor law relief and unemployment insurance would be better spent on preparing these young people for citizenship. Responsibility should also be laid upon those who employ them, making it obligatory that those who profit by the labour of adolescents shall afford to them due opportunity to carry on their education in continuation schools. We ought, in fact, to adopt the recommendations of the Hadow Report and also to enforce the Fisher Act. This would cost money, but in the long run we should gain far more than we shall spend, curing many of our present-day ills and removing many dangers.

The Parental Attitude.

The development of central schools is impeded in some districts by the unwillingness of parents to have their children transferred to a new school at the appropriate age. Recently, the people of Stourpaine, a village in Dorsetshire, declined to send their children to a central school which had been opened about a mile away. They declared that the distance was too great, but we may surmise that the real reason for their attitude was a dislike of change, with, possibly, some of that local patriotism which so often makes administration difficult in contiguous districts of rural England. These two factors have to be reckoned with in all efforts to simplify local organization. It is well known also that some head teachers of elementary schools are opposed to any plan which will deprive them of their senior pupils and turn their schools into institutions for juniors, with a possible reduction in the average attendance and a resulting loss of salary. The attitude of these head teachers is one which cannot be condemned outright, however much we may wish that they could sink every consideration save the educational advance of the children. The difficulties will be removed in course of time. In rural areas it may be best to follow the Scottish plan of having an "advanced division" in the elementary school with teachers specially qualified for the work. Such divisions would facilitate the development of evening and part-time education for those beyond school age.

"Commercialized Examinations."

One of the speakers at the British Association meeting made complaint of the varying standards of school examinations and urged the need of co-ordination. Dr. Ballard had already criticized the present method of examining, declaring that it depended too much on the personality of the examiner and stressed overmuch the power of framing written answers. In the discussion it was urged also that the secondary schools certificate had become "commercialized," and for this the speaker said that teachers are to blame, since they have allowed employers to believe that the possession of a certificate gave proof of qualities making for success in life. On this criticism it may be said that the result which is deplored is inevitable, so long as examinations are held. Most people agree that our present system of examinations is far from being an adequate test of the real ability of the candidate. Those who fail often do well in after life, while some who pass with credit are found to be failures in the handling of affairs. As things are, however, we cannot expect the parent or employer to prefer failure to success. Both are disposed to accept the verdict which is held to be important by the schools. It is for teachers themselves to work out a better method of examining, one which will give a true estimate of a child's power and be free from the influence of examiners who are out of touch with the educational methods and aims of to-day.

Biology in School.

Professor Laurie, of Aberystwyth, is urging that biology should be taught in our schools. It is strange that our science curriculum should be so often restricted to chemistry and physics—often treated in an arid and formal fashion—when we know that boys and girls are greatly interested in living things. Professor Laurie rightly declares that a casual series of lessons, now on the butterfly, now on the buttercup, will serve no useful purpose. The efforts to introduce "nature-study" in the elementary schools often resulted in nothing of value. In place of the artificial cult of faded dandelions we should introduce systematic teaching on the life processes of plants and animals. This should include a knowledge of the working of the human body, for children are always interested in their own physical processes. Such studies foster interest in growing things, encourage observation and out-of-doors life, and, rightly conducted, may be made the vehicle of sound scientific training. The study of biology has suffered from the notion that it is vague and easy, a charge which might be sustained if we considered only the sort of "botany" which used to be taken in girls' schools. But modern biology is far removed from triviality of this kind. Its value and importance in our national economic and industrial life are acknowledged to make it rank with physics or chemistry, while its intrinsic interest for children makes it a subject excellently adapted for school purposes.

A Court of Appeal.

Our legal correspondent deals on another page with the position of teachers in State schools who are deprived of recognition by the Board of Education as a punishment for misconduct. The question is full of difficulty, and it must be admitted that there are certain anomalies in the present system. Where a teacher has committed an offence which involves a legal penalty the case may be simple, although even here it may be doubtful whether the penalty imposed by magistrates or judges should be further increased by depriving a teacher of means of livelihood. In other cases the question is settled by the Board of Education after a very careful enquiry in which the teacher concerned is afforded every opportunity of making a defence. Against the Board's decision there is no appeal, however, and it is felt by many that the Board is not the best judicial tribunal since its heads are in Parliament and subject to political influence. It would be better to constitute a special tribunal to advise the President, and such a tribunal ought to be formed from the Teachers Council, with representatives of the Board and of the local authority employing the teacher whose conduct is in question. Such a tribunal should also include at least one person of legal training and experience, and where the recognition of the Board is withdrawn the name of the teacher concerned should be removed from the Official Register of Teachers.

NATIVE EDUCATION IN SOUTH AFRICA.

By R. ESSEX.

Not least among "the white man's burdens" entailed by the possession of a Pentecostal Empire is that of educating the child races inhabiting the further reaches of the Dominions.

There are three schools of thought with regard to these problems. There are those who hold what might be called the *helot* theory, which is merely that the native is best left alone. This theory is subconsciously founded on an inferiority complex. The white men who dogmatize thus are impelled thereto by an undefined fear that the native may prove himself the better man.

The second school of thought has progressed beyond the undefined fear, but says that the native should receive an elementary education only, so that he shall be fitted for intelligent unskilled labour in the service of the whites.

The third school argues that the native should be given every advantage possible, so that whatever inherent potentialities nature gave him may be developed for the good of himself and society in general and, says this last school, the final result may be safely left on the knees of the gods; and further, they argue, that if we, in this generation, refuse to tackle the question firmly we shall only leave to the further generations problems which in all probability will be gordian in their complexity, and solved only in a like manner with the sword.

The last of these schools of thought is the predominating one, and in the Cape Province there are at present nearly 130,000 natives receiving an elementary education and 2,000 students in training institutions. Of the 3,400 native teachers, 80 per cent. are fully certificated. The annual cost to the Provincial authorities is nearly £250,000. The Union Government grants a further £30,000, the Transkei General Council £18,000, and the Pondoland Councils £2,600, a total of nearly £300,000. The white man's burden *has* been shouldered when it is remembered that the number of Europeans in the Cape Province is barely 500,000. At Fort Hare, near to the historic school of Lovedale, there is the South African Native College, and from it, in 1923, the first native graduate of the University of South Africa passed out to start the first native high school in Natal.

It is more than a century ago that the seed of native education was sown, when a Scotch missionary near the Amatola Mountains first reduced the Xosa language to writing. He at once sent to Scotland for a printing press, and in 1823 commenced printing reading-sheets for his mission schools. Thus was founded the Lovedale Mission Press, which for more than a century has been one of the main sources of supply for native literature. The Wesleyan missionaries, led by the Rev. William Shaw, were, about the same time, doing similar work in Natal. The London Missionary Society had been in the field for some time, and now co-operated with the Scottish missionaries in their educational work. They were followed by the Anglican Church, the Moravians, the Berlin Mission, and the Dutch Reformed Church.

It must not be forgotten that this period was one of incessant Kaffir wars. Makana had only recently been defeated in an attempt to overwhelm Grahamstown, and

for thirty years the border, on which the missionaries founded their schools, was in turmoil, and yet in this turmoil the seeds bore fruit.

The outstation schools were staffed by the senior pupils from the central schools. This led to the need of a training institution, and in 1841 the Lovedale Training Institution was founded. Its first head was the Rev. William Govan, who ran his school after the manner of the Scotch parish school, and his pupils not only did elementary work but were given the groundwork of Latin, mathematics, Greek, and philosophy. One of Govan's pupils, Tiyo Soga, proceeded to Glasgow and was ordained as a minister of the United Presbyterian Church and, on returning, did wonderful work among the Xosas.

With the arrival of Sir George Grey as Governor of the colony, the Government began a series of grants to the native schools. In the nine years, 1854-1862, a total of £46,342 was spent on the various institutions, and the policy laid down by the most enlightened Governor the Cape had has never been departed from.

A new era commenced when Sir Langham Dale became Superintendent-General of Education in 1859. During his régime, the Act of 1865 provided that the native schools which had been founded by Sir George Grey should be taken over by the Education Department, and for the mission schools the grants were systematized.

In 1867 Dr. James Stewart took over the control of Lovedale and instituted various changes in the curriculum. He held that if the native acquired a sound knowledge of English then as much time as could be reasonably given to the study of language in a properly balanced curriculum had been given. During this period the antagonists of native education were doing their utmost to get every Government grant withdrawn.

Dr. Stewart fought almost single handed and as a result cleared away many false impressions. He printed and published the result of an enquiry into the subsequent careers of 1,119 former Lovedale pupils, and out of this number 48 only had bad records. Thirty-six had become ministers, 251 teachers, 272 agriculturists, 156 tradesmen, and the rest policemen, interpreters, etc.

Similar institutions to Lovedale have been founded at Healdtown, by the Wesleyan Church; at St. Matthew's, by the Anglicans; and at Blythwood, by the Free Church of Scotland; and the Roman Catholics have several very well-organized schools, notably at Marianhill on the Natal border.

In 1892 Sir Thomas Muir succeeded Sir Langham Dale, and his reign was marked rather by an intensifying of the existing system than by the introduction of new schemes. He certainly published new courses for primary, secondary, and normal schools, but the courses were exactly alike for white, coloured, and native pupils, but then Sir Thomas was a mathematician.

It was soon after the Boer War that a movement was started to found a native college of university standing,

and in 1915 Fort Hare opened its doors. It is mainly supported by the Union Government, but the Transkei Council and the Government of Basutoland also help. Fort Hare was originally one of the border forts, built to check Kaffir raids, and on the spot where often Kaffir and white tried conclusions there now stand four well-appointed hostels surrounding the central college block.

The native—Is he a better or a happier man? The question is hard to answer, since although the author has wandered all over the Eastern Province, i.e., Kaffraria proper, Tembuland, Pondoland, Griqualand, Natal, and Basutoland, and from the general drift of things would say the native is better off because of his education, yet, in order to answer such a question one should have known the native for at least fifty years. However, from conversations with men who have known the native for at least half a century, the author is convinced that the native's value as a citizen is greater than it was, and can we say, after fifty years of public elementary education in England, more in its commendation than that it has increased the citizen value of those for whom it was intended.

To sum up. The Bantu is a joyous fellow, very little makes him happy. He is cautious with newcomers, but once he finds no cause for suspicion he will trust implicitly. He has a keen sense of justice and will undergo punishment cheerfully if he knows he has deserved it, but any injustice rankles almost permanently. He has distinctly good reasoning powers and there are few things he loves better than a debate, and the level to which the tone of the debates at the Transkei General Council can rise would surprise most people. The native is a good linguist, and it is a very common thing for a farm hand to possess a working knowledge of English and Afrikaans as well as his native tongue. He falls short of the white man in imagination and in doggedness, which may be due to a difference of environment rather than to inherited factors.

Another Year's "Locals."

The class lists of the Cambridge School Certificate and Junior Local Examinations, held last July, show that there were 8,061 candidates, besides 962 examined overseas. The School Certificate was gained by 2,202 boys and 1,905 girls (honours being awarded to 494 boys and 253 girls) and of the junior candidates 296 boys and 448 girls satisfied the examiners. The class lists for the overseas centres will be issued this month.

For the Higher School Certificate there were 666 candidates. The schools presenting the largest number of successful candidates were King Edward's High School for Girls, Birmingham (25), the Crypt Grammar School, Gloucester (17), and King Edward VI Grammar School, Stourbridge (14). The last-mentioned school had the largest number of marks of distinction, viz., 14.

The Oxford figures show that 9,967 candidates sat for the School Certificate, and 4,176 for the junior examination. Of the first nearly 62½ per cent. passed, and 1,447 of them passed with credit in French. The figures for German, Italian, and Spanish were four, one, and two! The successful junior candidates numbered 2,720.

LOVE AND TRUTH.

BY

LORD GORELL.

I

*It is the fashion of a by-gone day
To speak of Love—save with a lawless tongue :
The random impulse of the very young,
The rover's flag, our writers now obey.
Hearts change, lives alter : dauntlessly they say,
' Truth is our goddess now ; let songs be sung
' To her unprisoned beauty, down be flung
' The emptied chalice of our yesterday !'
Let Truth be goddess ! Love will heed her voice,
Love will not fear to worship at her shrine :
For every rover that can vocal be,
A score of simple, silent homes rejoice
In Love whose source is known to be divine—
Most blest the land that has no history !*

II

*Then let me whisper of a truth so old
That it was old in Troy and Babylon,
A truth that will not from the world be gone
Till all the life that throbs on it is cold,
A truth each life must ever freshly mould,
So old and yet so new, revived upon
Each heart that yearns and, yearning, clammers on,
A truth that never, never can be told !
Ah, God, that I could tell it ! But it lies
Beyond all speech, beyond all reasoning
And Heaven's dominion over Earth can give.
To me, one spirit's wealth the fountain is
Wherewith all blessing and all ardours spring :
I love her, and within that truth I live.*

THE FAR HOPE : by Robert Prenton. (Watts and Co.)

In this model little volume a well-known school master, who prefers to use a pseudonym, has set forth a philosophy of life in excellent verse. He chooses various metres for the different sections and exhibits a complete mastery of each form, while the thought permeating the whole is vivid and intense. The volume is assuredly one to be bought and read, for it gives the effect of a good talk with somebody who is worth talking to.

R.

THE ROAD TO TREMOSINE.

BY GERTRUDE VAUGHAN.

From the little harbour of Malcesine you look across Lake Garda to the opposite mountains, clothed in olive trees and cypresses or dazzlingly white where the rocks rise sheer out of the lake. You wonder why the steamers which ply between Riva at one end and Desenzano at the other trouble to call at an almost invisible landing stage. Presently you discover a Church tower perched on the height, then a white road, zig-zagging, then boring through the rock. Small objects, like flies, crawl up or down—mule or bullock carts, or even motors. If you are enterprising, you catch the first available boat and walk up to the village with the charming three-syllabled name—accented, by the way, on the last, while Malcesine, with four, is accented on the second (ch).

Soon we outdistance a leisurely waggon drawn by a pair of patient wide-horned bullocks, with a driver by its side, cracking a long whip and uttering encouraging cries. The road is a splendid engineering triumph, and that it was not made without tragedy—the tragedy that lies in wait for the pioneers—is proved by this tablet in the rock, put up by a grateful Commune to commemorate the heroic death of a little band of road makers—a fine death, I think, to die making a road that future generations will travel safely!

Here is the hole through which the road takes a sudden dive; this cave on the lake side was probably a sniping post in a war that only a very few years ago, when big guns were posted on the heights, changed Riva from an Austrian into an Italian town. Jolly red champions grow recklessly out of the wall on which active little green lizards are sunning themselves; these dainty blue butterflies are like tiny wavelets thrown up from the lake, now far below, like a great lazy turquoise in its setting of emerald hills and little white and red towns. We started early, and the sun is not even yet clear of Monte Baldo, on which last night's powder of snow lies like white sugar, turning it into a birthday cake for the Titans.

We look down now from a dizzy height, and past us there goes swinging a load of ice blocks, carried up swiftly on a wire rope that has one end on the landing stage and the other at Tremosine. Quite a surprising amount of business goes on, it seems, on this apparently uninhabited mountain!

The cool shade of this high green gorge is very welcome. Never were cherries more delicious than these, eaten on the bridge that spans the river deep in its rocky bed, with no sound but the voices of falling water, for thousands of tiny rills pour down the mossy sides of the gorge. Surely there must be naiades! We cannot see any, but that, of course, is because our eyes are holden! What we do see is a charming little Madonna, three or four feet high, standing on a rock in a natural grotto where delicate ferns dip their fairy fronds into the brown stream.

We are out in the sunshine again, still following the river's course. Indeed, it looks as though the engineers did that when they made the road, and as if in some places they had turned it out of its natural bed and made it go deeper still into the rock; that, no doubt, is why it grumbles all the time! Now and again a solitary

cypress starts into view, like a note of exclamation among the asterisk olives; here is a whole family of cypresses, aloof, stately, each with its slim shadow climbing the hillside; and in contrast to these aristocrats are homely foxgloves, children in pink spotted frocks, laughing at the airs the cypresses give themselves.

It is a wonderful road; it does not end at Tremosine, but goes winding round the head of the valley, and there are other villages beyond. The hotel motor has just passed us and here is one for the public service—a busy place, Tremosine! Also a very Italian little place, with its miniature square, its mellow houses which began by being ochre and are now, with successive winters and summers, rich in russets and umbers and Venetian reds; its balconies gay with geraniums; its fountain a stone seat for the ancients.

And here a confession must be made. There is a fine Communal School, and two of the party are school managers. They ought, of course, to have asked permission to see it. . . . For the artist of the party no excuse need be made; the joy of splashing paints on paper will be understood by anyone afflicted in the same way, even if the results are not much to look at. But that Communal School . . .

Still, the children are much more interesting than any building, and a chattering crowd gathers round the artist, most embarrassingly interested in every detail of the sketch, everyone telling everyone else whose window that is that has just appeared on the paper, and growing wildly excited when the words "Vino e Birra" actually write themselves over the shop door. There are English words among the Italian. . . . Oh, yes, says a boy of about twelve, he was at school in England. What matter if the name of the place he mentions is nowhere on the map of Great Britain? It is probably on that of the United States, and it is all the same to him! He has come home now, he says, to live with his father's people, and he is evidently a personage.

The rest of the party has roused itself from its siesta in the vineyard above the village, and we go back down the wonderful road in the cool of the afternoon, and wait on the little landing stage for the white steamer that glides mysteriously, like a great swan, from behind the rocky pillars of the outer world. We cross the lake in company with tall round baskets filled with fluffy golden cocoons, squat vitriol flasks, wicker cages of chickens and ducks, and two pathetic baby calves. Already the lake is ruffled by the approaching daily storm; presently we shall sit under the trees and watch the lightning playing over the water, turning the lake into a burnished bronze shield and illuminating the purple headland where Tremosine sits in its eyrie.

Careers for Women.

The Royal Veterinary College, Camden Town, the first to be founded in this country—it dates from 1791—has decided to admit women to its courses of instruction for the diploma of the Royal College of Veterinary Surgeons.

THE MARRIED WOMAN TEACHER.

BY ADMINISTRATOR.

The employment of married women teachers by local education authorities is certainly a vexed question, and much has been said for and against it. Outside the ranks of what is known as the feminist movement I am inclined to think the general opinion is against women teachers continuing to teach after marriage, but whether this opinion is due to tradition and prejudice, or founded on reasonable and weighty grounds, is somewhat difficult to determine.

The right of the woman teacher to continue in her professional work after marriage is not in question. Her recognition by the Board of Education is not thereby endangered, her certificate of competency still remains valid, and she is therefore clearly at liberty to teach if she can succeed in finding a local authority willing to employ her.

But here lies the difficulty, and the discussions which have taken place on this question have brought to light various opinions, some of which are certainly unusual and seem to me altogether irrelevant.

The only reasonable argument against the employment of married women in schools is based on the assumption that marriage interferes with a woman's efficiency as a teacher; that, indeed, marriage is a whole-time job for women, and, therefore, they cannot successfully engage in any other work. To say the least, this is a somewhat sweeping assumption, and I very much doubt if there is much evidence to substantiate it.

I am not at all sure that some women are not in a more settled state of mind, and, therefore, more likely to be efficient workers after they are actually married than when they are mainly concerned (as every young unmarried woman very naturally is, or ought to be) with the possibilities of getting married, and are the victims of those hopes and doubts and fears common at this interesting period of their lives. At any rate, the married woman is more likely to give a good account of herself as a teacher than the young girl in the twenties who has adopted the profession only as a temporary expedient until such time as someone is willing to rescue her. The excitement of the *affaires du cœur* of the unmarried, and the unsettled state of mind thereby induced, are, perhaps, as likely to interfere with the efficiency of the teacher's work as the responsibilities entailed by marriage.

An illustration of this came to my notice recently. A young teacher, not long out of college, was making so little progress with her lesson that the head master felt constrained to step in and take the class himself, hoping that the girl would gain something by observing his methods. During the remainder of the lesson the girl sat at her desk and was busy, as the head master fondly thought, making notes for future use. At the end of the lesson he inadvertently caught sight of her notes, the purport of which was "My dearest—for Heaven's sake be quick and take me out of this."

We see, then, that it by no means follows that the married teacher's mind is less concentrated on her school duties than that of her spinster sister.

Many married women have done and are doing splendid work in the schools; and this argument against the employment of married women on the general ground of diminished effectiveness may well be questioned.

The real difficulty comes with the children. The bearing of children entails lengthy absences from duty on the part of the mother, and these are bound to interfere with her usefulness in the school. It is not necessary to discuss in detail this aspect of the question. It will, perhaps, be sufficient to admit the many difficulties, both administrative and educational, which arise, and there is much to be said against the employment of a married woman who is bringing up a family.

But the case against the employment of married women, as viewed by many local authorities, does not rest on grounds of inefficiency, or on the very real difficulties associated with having children. The pet arguments, often stated with great emphasis and no little heat, are, first, that to employ married women is to deprive a single woman of a job; and, secondly, that married women are not, or ought not to be, dependent on their own earnings. These two arguments are closely related; they are, perhaps, only different forms of the same argument; and have their origin in the curious notion that poverty is the real qualification for employment. I have heard it stated that teachers are paid out of public funds, and that members of local education authorities are responsible to the ratepayers for seeing that public money does not go into homes that are already well supported. Some authorities have gone so far as to send out a questionnaire to their married women teachers, asking for details of the family income from all sources. If this is done in the case of married women, what is to prevent its being applied to single ones; and in the official forms of application issued by local authorities are we to expect, in the future, the request for a statement of the applicant's financial affairs, as well as of her academic qualifications and professional experience?

It will, I think, be agreed that for members of local authorities thus intimately to concern themselves with the private financial affairs of their teachers is at once stupid and dangerous.

The duty of local education authorities in the staffing of schools, perhaps the most important of all their duties, is surely quite clear and admits of no question. It is to get the most efficient teachers available. This is only common fairness to the children who are pupils in the schools and to the nation, whose well-being depends so much on the proper training of its children.

Chiropody at Chelsea.

Chelsea Polytechnic has started a two-year course in chiropody for students from seventeen to nineteen. The training includes chemistry, physics, biology, and physiology during the first year. Pharmacy, bacteriology, the anatomy, physiology, and pathology of the foot, as well as practical and theoretical chiropody will occupy the second year. The one-year course, already in existence, is still available for older students.

IRISH HEDGE SCHOOLS.

BY ANTHONY CLYNE.

When the Halls wrote their once popular sketches of Irish peasant life, constituting a veracious and graphic description of rural Ireland ninety years ago, the ancient race of hedgerow dominies was rapidly becoming extinct and their picturesque seminaries were disappearing from the countryside. "During our recent visit," they wrote in 1840, "we saw but two or three of them; some twenty years ago we should have encountered one, at least, in every parish. They kept the shrivelled seed of knowledge from utterly perishing, when learning, instead of being considered 'better than house and land,' was looked upon as an acquirement for the humbler classes in the light of a razor in the hands of a baboon—a thing that was dangerous and might be fatal, but which could do no good either to the possessor or to society." That tribute seems to have been fairly justified.

Hedge schools were so called because in fine weather the school always removed out of doors. The dominie sat usually beside his threshold and the young urchins, his pupils, were scattered in all directions about the landscape, poring over "Gough" or "Voster," the standard arithmeticians of Ireland long ago, scrawling figures on the fragment of a slate, courting acquaintance with the favoured historian, whom the dominie called "Cornalius Napos," or occupied upon the more abstruse mysteries of mathematics. The more earnest and persevering of the learners generally took their places, book in hand, upon or at the base of the turf rick, close within the master's ken.

Instead of a salary from the State, the Irish schoolmaster received payment by sods of turf, a dish of praties, a dozen of eggs, or at Christmas and Easter a roll of fresh butter. Very commonly the families of his scholars had no other way of liquidating his account, and this mode of payment in kind was adopted eagerly on the one side and received thankfully on the other, in order that "the gossoon might have his bit of learning to keep him up in the world."

Kerry, in the south-west of Ireland, was long famous for one distinction—the ardour with which its natives acquired and communicated knowledge. It was by no means rare in Kerry to find among the humblest of the peasantry, who had no prospect but that of existing by manual labour, men who could converse fluently in Latin and had a good knowledge of Greek. In the middle of the eighteenth century a traveller reported that "classical reading extends itself, even to a fault, among the lower and poorer kind in this country, many of whom, to the taking them off more useful works, have greater knowledge in this way than some of the better sort in other places." He added that he had met with "some good Latin scholars who did not understand the English tongue."

The national system of elementary schools inaugurated in 1833 deprived Kerry of the honour of being distinctively the seat of peasant learning in Ireland, but for some time its inhabitants were remarkable for the study of the dead languages, acquaintance with which had been formed by the greater proportion of

them in hedge schools. The picturesque figures of the schoolmasters were no longer in the rural landscape.

At many hedge schools there were, in addition to pupils who paid the teacher as much as they could and how they could, some who paid nothing, and who were not expected to pay anything, "poor scholars," as they were termed, who received education "gra-a-tis," and who were often intended or rather intended themselves for the priesthood. In most instances they were unprotected orphans. They had no occasion to beg, for farmhouse as well as cottage was open for their reception, and the "poor scholar" was sure of a "God save you kindly!" wherever he appeared. In this way, with scant clothing, a strap of books over his shoulder, his ink-horn suspended from his buttonhole, and two or three ill-cut inky quill pens stuck in the twist that encircled his hat, the aspirant for knowledge set forth on his mission.

In one of their books the Halls gave an entertaining sketch of a hedge school dominie, pompous of manner, but kind-hearted, and for all his oddity and strong brogue of the true Munster flavour, a good classical scholar of the old style. He would never accept any remuneration for a "fatherless child," and consequently had an abundant supply of widows' children in his seminary. "What does it cost me," he would say, "but my breath? And that's small loss. Death will have the less to take when my time comes. And sure it will penetrate to many a heart, and give them the knowledge that I can't take out of the world with me, no more than my other garments."

He wore a rough scratch wig, originally of a light drab colour; and not only did he, like Miss Edgeworth's old steward in "Castle Rackrent," dust his own or a favoured visitor's seat therewith, but he used no other pen wiper, and the hair bore testimony of having made acquaintance with both red and black ink. He prided himself not only on his Latin and mathematical attainments but on his manners, and even deigned to instruct his pupils in the mysteries of a bow and the necessity for holding the head in a perfectly erect position.

"Lave off discouring in the vulgar tongue," would be his admonition. "Will you take up your Cornalius Napos, if you please, Masther Pathrick, an' never heed helping Mickey-the-goose with his numbers. Hasn't he Gough and Voster, or part of them, anyway? For the pig ate simple addition an' compound fractions out of both the one an' the other. Ned Lacey, I saw you copying upon your thumb-nail off Pathrick's slate. I'll thumb-nail ye, you mane puppy, to be picking the poor boy's brains that way! The time will be yet when you'll be glad to come to his knee, for it is he that will have the vestments, and not the first nor the last, please God, that got them through my instructions. Pathrick, sir, next Sunday when you go up to the big house, as you always do, mind me, sir, never open your lips to the mistress or the young ladies but in Latin. When you go into the drawing room make your bow with your hand on your heart, like an Irishman." With that the present writer may make his bow, like an Englishman.

BLUE BOOK SUMMARY.

The Bilingual Problem in Wales.

A State can do much, or it may do little, to preserve a language which is in danger of being overwhelmed by the preponderating advantages of a rival. Bilingualism is a problem fraught with many difficulties, where these difficulties are not abolished by the drastic method of abolishing one of the competing tongues. But bilingualism, as it exists in, say, South Africa, or Canada, or Malta, is not known in these islands, save, perhaps, in Wales. And since it does occur there, the question is whether Welsh shall continue to exist side by side with English, supported only by such aid as the literary or the learned can bring to it; or whether it shall receive more active encouragement from the State with the view not merely that its life shall be prolonged, but that it shall be prevented from continuing to decay. No one can rejoice at the passing away of any tongue that has served any portion of the human race, but in matters of the sort a Government of a State has to draw the line somewhere. Two years ago a Departmental Committee was set up by the President of the Board of Education "to enquire into the position of the Welsh language and to advise as to its promotion in the educational system of Wales." The Committee has recently reported its conclusions in an interesting little book called "Welsh in Education and Life" (H.M. Stationery Office. 1s. 6d.; or cloth bound, 2s. 6d.), and professed to have discovered "the key of the whole situation." They have a firm belief in the possibility of "at least a great prolongation of the life of the language," and they confess that without that faith in the "key" they "would be compelled to take a pessimistic view of the prospects of Welsh." It remains to be seen where the State will draw the line.

The key "is the elementary school," but since this key has been in existence a good many years now, it is somewhat surprising that its importance and usefulness in this matter have not earlier been discovered. One wonders after all whether the elementary school is the key to the situation, and whether the Committee's faith in its efficacy is not just a trifle too trusting. To one knowing no Welsh and with no desire to learn it—it has the repute of being one of the most difficult languages to master—it seems too much to ask people to believe that a more intent and intensive cultivation of that tongue (or any other tongue, for that matter), is going to do much towards prolonging its life if it already has in it the elements of decay as an oral means of communication. It might be possible, if it were worth while, which it isn't, to give a fillip to the knowledge, say, of Latin, if it were taught universally in the elementary schools. In that sense the elementary school is the key to any similar situation. But unless parents and children are going to use a language in their everyday converse with each other, and with other people, the "key" is not going to open many doors.

In this twentieth century there are numerous and various antagonistic forces at work which even the elementary schools are not likely to overcome. True, statistics show that the use of Welsh has not diminished in the last 30 years, but the anglicizing process has in certain districts steadily advanced. Young women, we

are told, consider Welsh "less respectable" than English, but that, the Committee think, is due to the neglect of Welsh by local education authorities. Improved communications have during the last 50 years also had their effect on the language, and the Committee regard "the present policy of the British Broadcasting Corporation as one of the most serious menaces to the life of the Welsh language." Whether such influences towards decline would have been stemmed if the schools had paid more attention to teaching the native tongue is, notwithstanding the Committee's opinion, much open to doubt. For if it is true that there is a decline in the use of the Welsh tongue in the Methodist churches of West Glamorgan, it would follow that not only do the children not understand Welsh, but their parents prefer English sermons to Welsh ones. If such a condition of things is at all widespread, it can only mean that the language of home life is tending to be more and more English, and the teaching of Welsh in the schools is not going to alter it.

The reasons why the schools have not played the part they ought to have played are many, but they may be reduced to two: lack of aim and lack of teachers. The attempt to mix English and Welsh in the schools has failed in the past largely owing to the introduction of English at too early an age. In one district the result was that "at the leaving age, after eight or nine years of schooling, the children are not able to speak or write freely either their own language or English." Here, too, the so-called Welsh spoken by the teachers "is a mongrel tongue, being neither Welsh nor English, but a mixture of the two, or a debased type of dialect." In the secondary schools little time is found for teaching Welsh except for examination purposes. The Committee's enquiry extended to 135 secondary schools, and though in all but seventeen Welsh lessons were given in some form or other, in none of them "has it been established as the medium, the pervasive everyday language of the school."

If the key to the situation is the elementary school it will require the combined efforts of many hands to turn it, and the Committee make many recommendations accordingly. With these we have no space to deal. But the Board of Education, the Universities, the training colleges, the teachers, the churches, and theological colleges have all their appointed tasks, and it will be interesting to observe how they severally respond to the duties laid upon them by the writers of this very important Report.

Honoris Causa.

The Duchess of Atholl, who delivered a notable address on Education at the Leeds meeting of the British Association, is now LL.D. *honoris causa*, of Leeds University. Professor J. Strong, who presented her to the Chancellor, the Duke of Devonshire, said the Duchess of Atholl had won golden opinions. Her quiet but effective influence on education was felt in Parliament, in the country, and not least in the Board of Education. That august body was now becoming humanized. But who has ever seen that august body?

SOME SEVENTEENTH CENTURY CRITICISMS OF SHAKESPEARE.

BY VICTOR E. PERRY.

In his preface to "Shakespeare," published in 1768, Dr. Johnson writes: "The great contention of criticism is to find the faults of the moderns, and the beauties of the ancients. While an author is yet living we estimate his powers by his worst performance, and when he is dead we rate them by his best."

However true this may be, and it is true of many critics, it seems very strange to us that at one time it was equally applicable to the critics who were contemporaries of Shakespeare, or who flourished during the succeeding half century. Shakespeare's plays have become more than just a portion of our literature: they are part of our English nationality. Only with an effort can one realize that at one time they were new plays; and it almost requires a second effort to imagine that at that time they were subjected to the criticism which no new author escapes. Pepys, in March, 1672, was present at the performance of "Romeo and Juliet." He described the play as the worst he had ever heard. Again, after seeing "Midsummer Night's Dream" at the King's Theatre, he wrote: "We saw 'Midsummer Night's Dream,' which I had never seen before, nor shall ever see again, for it is the most insipid, ridiculous play that ever I saw in my life."

Four years later he read "Othello," of which he said "I ever heretofore esteemed a mighty good play; but having so lately read 'The Adventures of Five Hours,' it seems a mean thing." "The Adventures of Five Hours" was a translation from a play by Calderon, the celebrated Spanish dramatist, who died in 1681. "The Merry Wives of Windsor" did not please Pepys "in no part of it;" and "Twelfth Night" he describes as the weakest play "that ever I beheld on the stage;" while "The Tempest" he describes as "full of so good variety that I cannot be more pleased almost in a comedy, only the seaman's part a little too tedious. The play has no great wit, yet good above ordinary plays."

Thomas Rymer, who was appointed historiographer to the King in 1692, wrote: "In the neighing of an horse, or in the growling of a mastiff, there is a meaning, there is as lively expression, and, may I say, more humanity, than many times in the tragical flights of Shakespeare."

In spite of all that the critics could or did say during the latter half of the seventeenth century Shakespeare's plays became increasingly popular. Probably the first critic to perceive that by his criticism of Shakespeare he might raise the anger of the English people was Charles Gildon. Nothing daunted, however, he says: "Lucillus was the incorrect idol of the Roman times, Shakespeare of ours." Gildon died in 1723. Two years before his death a book entitled "The Laws of Poetry, as laid down by the Duke of Buckingham in his Essay on Poetry, by the Earl of Roscommon in his Essay on Translated Verse, and by the Lord Lansdowne on Unnatural Flights in Poetry, Explained and Illustrated," was published. The following are extracts from this work:

"That famous soliloquy which has been so cried up in 'Hamlet' has no more to do there than a description of the grove and altar of Diana mentioned by Horace.

"The long and tedious soliloquy of the bastard Falconbridge, in the play of 'King John,' just after his being received as the natural son of Cœur de Lion, is not only impertinent to the play, but extremely ridiculous. To go through all the soliloquies of Shakespeare would be to make a volume on this single head. But this I can say in general, that there is not one in all his works that can be excused by nature or reason."

The adverse criticism hurled at Shakespeare by some critics during the latter part of the seventeenth and the early eighteenth centuries was probably due to the effect of the French school of thought upon the English critics of that time. Boileau's "Art Poétique," to some extent the outcome of his literary discussions with La Fontaine, Molière, Racine, and Chapelle, had been accepted by the French as the authority upon all points of literary style. He believed entirely in the classics of Greece and Rome as models of good literature, and in plain good sense, rather than the Italian extravagances which had influenced not only the French but also the English writers. Without this there could have been no "Euphuus." But his laws were too rigid to be of any use in English. Hence our English critics, distrusting anything not constructed on classical models and confined to the narrow limits of the laws of Boileau, were unable to appreciate a Shakespeare.

"Molière wrote the comedy of reason," as Palmer says in "Comedy." Shakespeare failed to write like Molière—Shakespeare did not easily laugh with his brain alone. He laughed with his whole soul.

Although the French did derive benefits from following the teaching of Boileau and his followers, the English, an offspring of the Germanic and Scandinavian peoples, could not be expected to succeed by closely following laws intended for the use of an offspring of the Latin stock.

Molière was brilliant, and clever, and—French; Shakespeare natural, human, and—English.

Shakespeare and "Echoes."

We are indebted to Professor R. Pape Cowl for a most interesting pamphlet entitled: "W. Shakespeare. King Henry the Fourth and other Plays. An Experiment with Echoes."

In this short work of some twenty pages are embodied the results of immense labour and wide reading. Professor Cowl has traced in works of Shakespeare's time passages and phrases which resemble those used by Shakespeare. Thus in Stow's "Chronicles" (1580) occurs the phrase "he had put downe King Richard, offering themselves for these articles to live and die." In "Henry IV," I, iii, 175, we have "To put down Richard, that sweet lovely rose," and in IV, i, 69-70, "We of the offering side must keep aloof from strict arbitrament."

Again in II "Henry IV" I, i, 47, we have "He seemed in running to devour the way," which is echoed in Jonson, Sejanus V, x: "They greedily devour the way."

These examples serve to illustrate the experiment and to show something of its interest for all students of Shakespeare. The meaning of obscure passages is clarified and we gain a new understanding of the literary life of Shakespeare's day.

SEEN IN CANADA.

BY A. R. GRAY, M.A., LL.B.

It is good for our teachers to make a big effort to spend a vacation in Canada if only to study what is being done by women in its public institutions.

So much is written about the material possibilities of our largest Dominion that we hear too little about its creative activities in other fields. Every prospective emigrant can be well informed of the opportunities for work and success that await him on the prairies, but except for reviews and statistical surveys of provinces, which he rarely reads, he can have only a vague idea of what Canada has to offer him during his hours of leisure.

It is true that there is an artistic element in great material expansion and that the best brains are probably being absorbed at present by commercial, financial, and organizing associations, but there is a host of purely educational interests in which women particularly are playing a prominent part.

The library system is a case in point. Its working can be seen, perhaps at its best, in Toronto, Ontario, where the large staff—all women except the chief—is not only concerned with the mechanical routine of handing books across a counter, but also trained to observe the inclinations and tastes of readers. It is part of their duties to stimulate interest by judicious advice. A co-operative spirit is fostered by social and literary evenings, and a play last year was successfully produced.

In the library of St. John, New Brunswick, the same efficient organization can be seen on a smaller scale. Here, however, there is an additional feature of special interest to teachers. The children's room is described to the visitor as the crowning glory not because it was the first in Canada, and is about twenty-two years old, but on account of its invaluable services to the children of the province.

Great attention has been paid to comfort. It is artistically decorated with plants and flowers. Pictures of the seasons, of holidays, and festivals hang on the walls. A blackboard is used for quotations and mottoes. The guiding principle in the selection of books has been to make a direct appeal to the child's intelligence, leading him by interesting stages to a natural appreciation of truth and beauty. Teachers are urged to help by suggestion and criticism; in return, they are invited to make use of the ample resources of this department for their school work.

St. John has kept up its Saturday story-hour for seven years now without a break. This hour is devoted to informal talks on all kinds of subjects, literature, art, science, civics, and travel. It is a remarkable tribute to its public spirit that the story-tellers have never yet been paid speakers or members of the library staff. Some of the voluntary workers are the busiest people in the city. It is thrilling to hear of children struggling through storms and snowdrifts in order to attend these meetings. And, be it noted, the chief librarian is a woman.

During the winter months the Natural History Society of New Brunswick gives free illustrated lectures for school children every week. The same society provides study material for the use of schools and arranges study courses for teachers.

One finds the spirit of practical co-operation even more manifest in the West. The small schoolhouse to which the children ride every day is the real centre of social life. Nowhere has a woman a greater opportunity to exercise her influence, for in some of the isolated districts the nearest village is five to ten miles away. The majority of teachers are certificated graduates of normal schools, in which a course lasts about eight or nine months. These training colleges are regarded with much pride by the citizens of the towns which possess them.

Anyone who is interested in educational problems and investigates the situation in Canada will be impressed by two things at least: first, the influence women are exercising in educational life; and, second, the extraordinary harmony that exists among public institutions, whereby children and students are receiving inestimable benefit.

The British Institute in Paris.

Rapid progress is being made in the reconstruction of the well-known building, the *Guilde*, at 6, Rue de la Sorbonne, which this year has become the tutorial part of the British Institute in Paris. Central heating has been installed, and three floors have been re-planned so as to provide large rooms for lectures. A library floor is also being built in which there will be reference books and others suitable to students. Below this there will be a club room and study rooms.

Lord Crewe, the British Ambassador in Paris, is taking a keen and personal interest in the work, and has several times recently visited the *Guilde*.

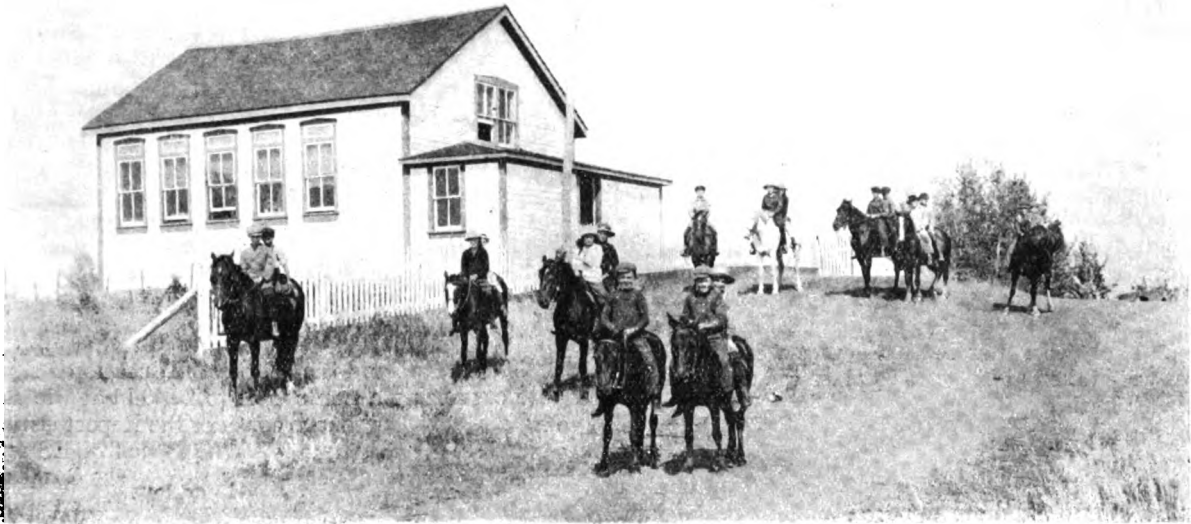
The educational side of the *Guilde* will continue to be carried on as before by Mademoiselle Clanet and Miss Burt, who will be respectively directors of the French and English studies, working in co-operation with the British and French Universities.

Already the following British Universities have offered subscriptions:

London	£200	a year for five years (provisionally).
Durham	£50	" " "
Manchester	£50	" three "
Liverpool	£50	" five "
Birmingham	£50	" " " provided that the other universities come into line.
Sheffield	£25	a year for five years.
Bristol	£25	" " "
Oxford	£50	" " "
Glasgow	£50	until further notice.
Leeds	£25	a year for three years.

The work to be undertaken will be chiefly practical, supplementing the tuition given at the Sorbonne, while special care is given to individuals.

The term will open on October 12th, and already lectures and classes in French for foreign students have been arranged, and lectures and classes in English for French university students. There is an advance course for students for the Sorbonne diploma.



Durness School, Lloydminster, Alberta.



A Classroom in Durness School.

THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

The N.U.T. at Toronto.

The Union's representatives at the Toronto Conference of "The World Federation of Education Associations" reported their impressions to the September meeting of the Executive. I gather that they were not impressed by the organization of the Conference. A certain looseness is, perhaps, inevitable here owing to the difficulty of arranging the necessary preliminary meetings of officers living at immense distances from each other. Allowing for this inherent difficulty, however, arrangements should have been better, especially after the experience gained at Edinburgh in 1925. I understand that the next Conference, which, by the way, will be held in Europe, is not likely to suffer in like degree from this defect; steps were taken at Toronto to place the organization on a better business footing. The Union's representatives were impressed by the potential value of the Federation as an educational force. The contacts which are established through its working are exceptional, and cannot fail to promote a better understanding among the future citizens of the different countries represented and a spirit of goodwill among the peoples of the world. A charter is to be applied for and a Board of Trustees established to administer the Trust Funds of the Federation.

Mr. Mander and the Federation.

Mr. Mander, President of the Union, was elected a Vice-President of the Federation and also one of its Directors. His appointment in these capacities will, at any rate, ensure more attention to preliminary planning than has hitherto been paid. Mr. E. J. Sainsbury, whose place he takes in each capacity, has, in view of his retirement from teaching at Christmas, resigned his official connection with the Federation. The Union is now represented on the Board of Directors by Mr. Mander, President, N.U.T., and Mr. Goldstone, the General Secretary. The Executive adopted a special motion of thanks to Mr. Sainsbury for his past services as a Director, and also a motion of thanks to the Union's delegation to Toronto. The hospitality of the Canadian teachers was in evidence from the arrival to the departure of their colleagues from the Motherland, and the thanks of the Executive were voted to them.

Carmarthenshire Salaries.

There have been no developments in this case since I last wrote about it. The schools have now resumed work—in some cases the holidays extend to mid-September—and the attention of the teachers will again be focussed on efforts to secure the adoption of the award. The full Burnham Committee will have met by the time these notes appear, and it is understood that the Union panel were to bring the Carmarthenshire position forward at the meeting in the hope that a peaceful settlement might be found. The teachers, though determined, are not "spoiling for a fight." They are willing to meet the authority in any necessary financial adjustment which may ease the situation for the adoption of the award. The Carmarthenshire authority must not be allowed to remain a law unto itself.

The N.U.T. and Other Bodies.

At the September meeting the Executive received reports from its representatives at the "Royal Sanitary Congress," the "Welsh National Eisteddfod," and the "National House and Town Planning Conference." Mr. Michael Conway, Lord Mayor-Elect of Bradford, and a Past President of the N.U.T., submitted a very valuable report on the proceedings at the "Royal Sanitary Congress," together with a digest of a paper by Dr. Hadfield on "The Principles of Mental Health in the Child." Mr. Conway was much impressed with the importance to teachers and the schools of matters which were considered at the Conference.

The Hadow Report.

The N.U.T. and the Workers' Educational Association are organizing a Conference to be held at the Kingsway Hall on 15th October to consider the Report issued by the Consultative Committee of the Board of Education on the "Education of the Adolescent." The Conference will be representative of education authorities, education associations, organizations of teachers and workers. Sir Henry Hadow, C.B.E., Chairman of the Consultative Committee, will take the chair at the morning session at 10 a.m., and in the afternoon at 2 p.m. he will address the Conference on "The Genesis and Meaning of the Consultative Committee's Report." Other subjects to be discussed are "Schools and Curricula" and "Raising the School Age." Among the speakers will be Professor T. Percy Nunn, M.A., D.Sc., Sir Benjamin Gott, Mr. F. Mander, B.Sc., Sir Percy Jackson, Mr. Arthur Greenwood, M.P., Mr. W. Hill, B.Sc., Mr. R. H. Tawney, M.A., Mr. W. Finny, M.A., and Alderman Michael Conway.

Local Associations of the Union have been asked to inform headquarters of all cases of compulsory retirement at 60 years of age.

Recent references in the press to the religious instruction of school children are at present under consideration by a special committee of the Executive.

The souvenirs to Mr. W. Steer and Mr. C. Wing, voted by the N.U.T. Conference at Easter last to mark its appreciation of their valuable services to the Union, were presented by the President on 17th September. Opportunity was taken of the occasion by the Executive to entertain them to a complimentary luncheon at the Hotel Cecil.

The down-grading of schools, with consequent loss of salary to head teachers, is occupying the very close attention of the Executive.

The extent of unemployment among newly-certificated teachers is under consideration by the Education Committee of the Executive.

STORIES FROM ENGLISH HISTORY: by Eleanor C. Price. (G. Harrap and Co. 2s. 6d.)

Simple and interesting narratives on familiar topics. This book could be well used as a history reader to supplement the text book in use. It contains eight capital full-page illustrations.

SCHOOLCRAFT.

EDUCATIONAL THEORY IN THE CLASS ROOM.

We are indebted to "The New Republic," of New York, for the following article on "Educational Theory in the Class Room." The article is written from an American standpoint, but it will be found useful and interesting by English teachers, and especially by those who are entering upon their work this term.—ED.

Whatever any one may think of our educational methods, past, present, or future, no one can deny that they are undergoing alteration. More than that, among the welter of educational theories characteristic of a period of rapid evolution another general tendency is manifest. It also is recognized by practically all writers upon educational problems at the present time. Throughout our common schools there is an unmistakable drift away from formalism. The routine of school life, accentuated by the unprecedented growth of the entire public school system until it had begun to appear an end in itself, has at length become insupportable.

Typical of the conflict between theory and practice is the experience of a graduate of one of our best known institutions for training teachers who had just commenced teaching. It happened that she had had a private education prior to attending the school for teachers; she was ignorant of the actual practice of school instruction and administration. At this time she was in a state of discouraged perplexity and amazement. In her candid innocence she had assumed that the theories and principles into which she had been inducted were the guiding principles of school work. Had they not been taught in substance by the wise of all ages, and were they not urged, and in detail as well as in substance, by the pedagogical authorities of the present? Not having the background which enables the average teacher to discount educational theories by knowledge of actual school conditions, and to interpret them as uttered in a Pickwickian rather than a literal sense, the zeal and sincerity which she brought to the application of these theories in the school room received a great shock.

The experience is but one illustration of the old fact. In social matters, theory is theory and practice is practice, and rarely shall the twain meet. The first is governed by thought, and perhaps in a way which gives confirmation to the contention of some "behaviorists" that thinking and speech are identical—with a minimum of test in action; the second is governed by habit, custom, routine, modified by necessary accommodations to immediate conditions, with a minimum of thinking that goes beyond the range of present circumstances.

What are the causes of the split between principles and facts, theory and practice, in education? One of them is the human and personal separation between theorists and practitioners. Most discussions concerning the relations between theory and practice are vitiated by neglect of this human factor. The real problem concerns the separation between two kinds of practitioners, one practising theorizing and the other practising details of executive work.

Theorizing is not used here in a disparaging sense: it is meant to include investigation into matters of fact, as well as reflection upon the data which inquiry reveals,

but in its very best sense, as matters are now constituted, educational research and reflection constitute an occupation which is remote from the occupation of teaching school.

Conditions in the latter occupation create and widen the breach. They are such that it is hard for the teacher to be anything but a teacher, and especially hard to be a student. This does not mean that teachers are in general not students; considering the amount of time at their disposal, they are, the best of them, quite devoted to increasing their knowledge of what they teach. But the conditions under which they teach are unfavourable to their being students of educational principles and to the application of these in their teaching. They are almost compelled to take educational principles as true in general but inapplicable in practice, and to render them only lip service.

Many new and young teachers come to their work with enthusiasm for ideas; they, at least, are going to be different; they are going to apply what they have learned regarding children and education. How many older teachers talk to them in kindness rather than in cynicism to the following effect: "We, too, were like you when we began; we made things uncomfortable for others and in the end only for ourselves. Don't try to change things, if you are wise. Adapt yourself to existing conditions and make the best of them." And when the young teacher finds that his zeal for ideas comes to little, not so much because of overt opposition as because of delays, lack of materials, inertia, red-tape, and routine, he usually ends by joining the ranks of those who pass on similar advice to the next generation of the zealous.

By the nature of the case the system is traditional, and it is of the nature of the traditional system to resist change; to perpetuate itself intact. Otherwise it would not be the traditional system. And a scheme of indifference, of yielding in details, and protective colorations of language and outward forms, has been found by long experience to be much more effective in self-perpetuation than is active antagonism to change. Fire is best extinguished by smothering; other methods let in air and fan the flames. Energy is soon diverted to lines of least resistance. Schools are in many respects more open to change than most human institutions. Every two or three years there is a wave of something new which sweeps across the country, from methods of teaching penmanship, spelling, and percentage to addition of new studies to the curriculum. Teachers are honestly perplexed when accused of over-conservatism; many of them know that things are already changing altogether too rapidly for them to do their best. But most of this change is in effect simply a direction of energy into channels where it will keep "reformers" busy on side-tracks. The forms of academic book-keeping are altered while the substance of the business goes on unchanged. They relieve the

conscience of conscientious teachers by giving them something to do which is novel and to which great expectations may be attached. Some of the most touted of present reforms are hardly more than devices for reconciling educators to the absence of thought by giving them new things to do.

A survey of educational literature, including contributions to educational conferences and conventions, will reveal that the contributions of the class-room teacher are insignificant, and in the case of primary education, virtually negligible. This fact is a register of the existing separation of educational ideas and educational practice. When the situation changes, there is a sure means of detecting the alteration. *Teachers in class-rooms out of the experience of the class-rooms will write the bulk of educational contributions.* Then we shall have a condition like that in the natural sciences, where workers in laboratories as a matter of course furnish the bulk of scientific literature. But as long as the thinking is done at arm's length from actual teaching, the results of the thinking handed over ready-made to the teacher, the latter will not by the very nature of the case be engaged in thinking and consequently the thought itself, the ideas, will largely evaporate in the process of so-called application. Reforms in theories taught to teachers and in administration and organization of schools will remain remote and ineffectual for the most part, or simply mark new styles in vocabulary, until class-room teachers are freed, and all thereby given a chance to become the authors and not simply the executors of educational ideas and principles. For that reason we look with growing scepticism on all plans of educational improvement which do not centre in the liberation of the teacher in the place where teaching is carried on: the class-room.

ELIZABETHAN SONGS FOR SCHOOLS.

BY REGINALD TANSLEY.

In the last few years great interest has been shown in the choral music of the Elizabethan composers, and the revival has resulted in a growing appreciation of its qualities. The solo songs of the same period have also attracted attention, for it is recognized that their artistic value is almost equal to that of the madrigals and motets which are among our most treasured musical heritages. The songs of the Tudor composers are nearly always admirable, while they possess the straightforwardness, simplicity, and beauty which seem to be part of the music of that time, making them well suited for use in schools.

With madrigals and motets, the art of accompanied solo song came to its full flowering during the latter part of the reign of Queen Elizabeth, and in the space of a few years a series of works was produced which made the names of their composers famous. After a long period of neglect, these delightful songs are once more coming into favour, and beginning to be appraised at their true worth.

An outstanding feature of the song writing of the Elizabethans is the excellence of the lyrics which have been used. In some instances, of course, the words are merely pleasant conceits of little more than passing interest, but invested with a permanent value by virtue

of the music. But in most the verses are of splendid quality and have been allied to tunes equally fine. Every aspect of life is touched upon, but the major part are occupied with the activities of the open air—merry-makings, pastoral scenes, and the like—a noteworthy feature of the time. One need only call to mind such songs as "O, Mistress Mine"; "Come, Phillis, come into these bowers"; "Flow not so fast, ye fountains"; "Never weather-beaten sail," to realize what a high level is reached in their purely literary element, and to understand how the taste of school children can be pleasantly and permanently trained through the medium of the simple yet masterly music to which these lyric gems have been set.

The most famous song writer of all the Elizabethans was John Dowland, who died in January, 1626, after he had gained a European reputation as a singer and performer on the lute, quite apart from his fame as a composer. Dowland raised the art of writing songs to the highest point then attained, and produced a series of masterpieces which, in their particular line, have never been surpassed. Many of them, in their technique and content, are too advanced for the use of children, but others could not be bettered for teaching purposes. Pieces like "Come again, sweet love"; "Now, oh now, I needs must part"; and "Thrice toss these oaken ashes," are masterpieces of simplicity, beauty, and "singableness." Thomas Campian is another song writer whose works are of outstanding merit by reason of their directness and purity of outline, while of the many written by Thomas Ford, "There is a lady, sweet and kind" and "Since first I saw your face," are well known to people with only modest claims to musical culture. Who does not know "It was a lover and his lass" and "A poor soul sat sighing"—two of the most famous songs of their kind? In the field of Elizabethan song there is indeed a happy and profitable hunting ground awaiting anyone interested enough to escape from the beaten track of school musical training.

The appended brief list of songs could very well be made the starting point of educational work along such lines, as all of them are well within the reach of a class of children from about eight to twelve years of age.

"Who doth behold my mistress' face"	.. ..	<i>Bartlett</i>
"Jack and Joan"	.. ..	<i>Campian</i>
"Tune thy music to thy heart"	.. ..	<i>Campian</i>
"Never weather-beaten sail"	.. ..	<i>Campian</i>
"Come again, sweet love"	.. ..	<i>Dowland</i>
"Now, oh now, I needs must part"	.. ..	<i>Dowland</i>
"There is a lady, sweet and kind"	.. ..	<i>Ford</i>
"Since first I saw your face"	.. ..	<i>Ford</i>

Most of the publishers of school music include various songs of the Tudor composers in their lists, while Frederick Keel's two volumes of "Elizabethan Love Songs" are a perfect golden treasury for class teaching purposes.

READING AND THINKING. Book IV: Edited by Richard Wilson. (Nelson and Sons, Ltd. 2s. 3d.)

This is a good series of reading books for elementary schools. The extracts are admirably chosen and the editor has added useful questions throughout the book, with a view to stimulating the pupil to read with an active mind. A special feature of the present volume is the reproduction in colour of some of the world's famous pictures, with a brief description of each and a note about the artist. The arrangement, printing and binding of the book are quite satisfactory.

THE CHRONOLOGICAL VERSUS THE PSYCHOLOGICAL SYLLABUS.

By E. A. ASHTON, B.A.

Quite recently the whole of our English syllabus was revised, after two rather heated meetings, one "destructive," the other "constructive."

The syllabus worked on for many years—and it must be admitted with success—was drawn up on the old chronological basis; that is to say, the whole of English literature was split up into some five periods to correspond with each year of school life. Thus, the first forms were studying Celtic and Old Norse legends; the seconds, tales from Chaucer and Spenser; the thirds, several of Shakespeare's plays; the fourths, the C18, Addison, Pope, Swift, and Dryden; the fifths, the Romantic Revival.

The two glaring weaknesses of the syllabus are the subjects allocated to the second and fourth years. If I had my way, every book labelled "Tales from —," when the originals are available, should be cast into outer darkness. The child of twelve or thirteen is not old enough to appreciate the humanity, subtle irony, and fine character drawing in Chaucer; neither can he delight in the sensuous beauty and rich imagery of Spenser. But that is no excuse for presenting him with a milk-and-water version of both; why should great poets be reduced to the child's level, thereby losing the freshness of appeal that should be theirs when he is sufficiently old to understand and enjoy them? Doubtless there will soon be compiled for the twelve-year-olds, "Tales from: 'Euripides' Tragedies,' Dante's 'Inferno,' or Ovid's works." And how disheartening it is later, in the sixth, when "The Prologue" is to be read in the original, at an age when it may better be appreciated, to hear the cry, "Chaucer? Oh, we did him in the seconds, and found him awfully dull!"

It is part of the fatal modern tendency which is making our children self-centred individualists. They are imperious in their demands, because we have not taught them the value of waiting for that which is worthy to be possessed; because we have adopted the fatal policy of making things too easy for them.

One of the reports on the teaching of history clearly denotes this tendency. It is therein stated that few children leave school with more than a smattering of history, and it is implied that, in consequence, no more than a smattering need be taught—a collection, presumably, of interesting facts, regardless of chronology—of "juicy" tales, combined with class dramatizations of the more exciting episodes. It is apparently not realized that the child will then leave school with but a smattering of a smattering, with his historical ideas twice removed from their true basis. No matter, he has had no dry facts to cope with, while dates were conspicuous by their absence. It is unimportant whether he thinks Elizabeth lived before or after Anne; he knows she had red hair, and never used a handkerchief.

But to continue. The second weakness in the English syllabus is obviously that the fourth year, whose average age is 14-15, is presented with the most sophisticated period in English literature, when satire reigned supreme. No child of that age can appreciate satire, while he has not the historical or sociological background necessary to the comprehension thereof.

He may delight in the "De Coverley" papers, or in "The Rape of the Lock," but "Absalom and Achitophel" or "The Essay on Man" are hopelessly beyond him. Yet, if the syllabus is to be worked on a chronological basis, some ideas of them should be given.

There is a third weakness in the syllabus: modern literature is almost wholly ignored, with the exception of a few anthologies of modern verse used throughout the school. This is a mistake, because children grow to feel that literature is dead and belongs to the past, whereas all their interests lie in the living present.

At the "destructive" meeting it was decided that the chronological syllabus should be "scrapped" and a new one drawn up on a psychological basis. That is, a huge list of books should be compiled which a child might be expected to read during its school life, and then apportioned according to the different interests predominating during successive years. Thus legends and animal stories would be read by the firsts, the "Alice" books, and poetry such as De La Mare's "Songs of Childhood," which so magically express the moods of a child. The seconds are allotted ballads, and some of Shakespeare's plays, since the dramatic and narrative interests predominate; some junior modern prose, including tales of adventure such as Scott's "Diary of the Antarctic Expedition," and well-known favourites such as "Treasure Island" and "The Pilgrim's Progress."

But the great change is in the fourth year. The age of 14-15 is a critical period in the development of the adolescent girl, and unless the new emotions of which she is becoming aware are afforded some outlet she will become morbidly introspective. It is now that the sensuous richness of Keats and Spenser have an intense appeal; so, too, the lyrics of Shelley and Coleridge's strange, beautiful poems, wherein the supernatural is so subtly suggested; again, the verse movement of Byron's "Mazeppa," and the lyric beauty of some of the stanzas of "Childe Harold" appeal to the ear and the imagination. For prose the "De Coverley" papers may be studied, "Sesame and Lilies" and "Travels with a Donkey," junior modern essays, and "Cranford"; while "Julius Cæsar," "Henry V," and "She Stoops to Conquer" afford opportunity for dramatic work.

It cannot be denied that, for the second and fourth years particularly, the psychological syllabus is a great advance on the old, while the inclusion throughout of modern prose and poetry is all to the good. And yet there is always the danger that a mental untidiness and slovenly mode of thinking may result from this indiscriminate method of study. Rigid pigeon-holing into periods is bad, but so, too, is woolly thought. It may be argued that in the great kingdom of literature all are contemporaries, but such a philosophical outlook is only fully comprehended by the few. The psychological syllabus will be of true worth only if supplemented by the chronological, and I would advocate the re-arranging and grouping of authors into their periods in the fifth year—at the age when this may be understood. The material is presumably already familiar to the pupil; he may now study the great

movements—the Renaissance, the 18th Century, and the Romantic Revival. To allow him to leave school after reading a hodgepodge of books is unscholarly, and affords a bad mental training.

As always, the mean is to be aimed at. Science has taught us the value of psychology, but it has never denied the value of accuracy and clear thinking. In the ideal syllabus psychology and chronology should be complementary.

A NEW SYSTEM OF MARKING.

By C. R. WARD.

The system of marking has long been a target for hostile criticism, particularly from parents and others indirectly connected with schools, and the teaching profession, on the whole, has recognized the weaknesses of the system. To the teacher who loves perfection of method and routine, however, marking is a sheer delight, and he frequently builds up a most elaborate apparatus of cast-iron structure for the giving of numerical marks. On the other hand, most teachers adopt a system allowing of considerable latitude in the awarding of marks, so that allowances may be made for varying circumstances and conditions, and this course is by far the best provided that the teacher is able to adopt it.

Marks are usually given for one of two purposes :

- (a) The measurement of progress ; and
- (b) A stimulus to work.

In examinations, classification must be by some method of marking, but it is the giving of marks during a term's work that has aroused most criticism and with which we are concerned here.

In the old days when a form master took only one form, and that in every subject, it was unnecessary for him to measure progress by numerical awards, for he knew each of the thirty boys or so sufficiently well to keep a mental record. In these days, where a teacher handles one hundred boys or more a week, however, he must adopt some standard method of measurement.

As such a standard, the value of marks depends on the way they are given, and, provided the teacher is able to keep a fixed standard, it undoubtedly forms a reliable means of measuring progress. As to what kind of progress is measured, of course, depends on the material marked and not the method.

But it is to the question as to whether marks are a fair stimulus to work that the gravest objections have been raised. A boy generally does not measure his progress by comparison with his own previous work, but rather with the contemporaneous work of his fellow pupils. Consequently, where there are such definite degrees of achievement as indicated by marks, a spirit of rivalry frequently degenerates into an unhealthy scramble for marks. Many teachers have tried means of overcoming this and found systems which suit their requirements. From what has been said, it appears that any such system, to be successful, must—

- (a) Measure progress adequately ;
- (b) Allow of a spirit of self emulation which, on the whole, is one of the best stimuli to work ; and
- (c) Prevent an excessive competitive spirit.

A system which does not allow a pupil to see how he compares with his fellow pupils on each occasion that marks are given, but which shows him his progress relative to himself, seems to be the most workmanlike solution, and has the added advantage that merit is apparently rewarded on the individual's own standard, and not a class standard. The value of this is appreciated by all who have met the pupil who thinks his work is as good as so and so's.

A description of the system I am suggesting will probably make these principles clearer. Briefly it is as follows :

At the beginning of each term, or month, the teacher marks an exercise, but enters the marks up privately in his mark-book, and merely initials the pupil's work. Every succeeding exercise is then marked *relatively* to the first one, so that each pupil knows how he is faring compared with his own standard, but not knowing his first mark, cannot compare his standard with anyone else's. Thus : suppose a pupil gets, 5, 7, 4, 5, 6 marks in successive exercises, then his book would show the following marks : Initials, +2, -1, zero, +1 marks.

Since the teacher does not disclose the first standard mark, no pupil knows how he compares in marks with his class mates until the end of the month or term. He does know, however, whether he is progressing or not. It should be pointed out that the actual marking is done exactly as in the older way, but the teacher, instead of entering up in his own book and the pupils' the marks obtained out of ten, merely enters up the mark relative to the first one obtained, which, of course, is out of ten.

This system seems to eliminate mark grabbing, yet preserves self emulation and measures progress in exactly the same way as before. The only conditions attached are that the teacher has his mark book in front of him in marking so as to see the first mark, and, furthermore, that he keeps this mark private.

The spirit of rivalry, which may be quite healthy in moderation, is not killed, but is still kept up by the publication of the terminal or monthly position sheets, and because the pupils can still compare each other's rates of progress by the marks on their exercises.

Lastly, the teacher may either enter up in his own book the absolute marks gained each time, or enter the relative marks as shown in the pupil's book. In the latter case he will find the arithmetic entailed in totalling up the term marks to be much simpler.

PLAY PRODUCTION FOR AMATEURS : by Rodney Bennett.
(J. Curwen and Sons, Ltd. 2s. 6d. net.)

Teachers are generally on the look out for something practical. It is this quality which calls forth their praise in text-book or lecture. In this little book on " Play Production " Mr. Bennett has certainly given us something practical, and something, therefore, which should appeal to teachers. From first to last he tells us not only what to do, but also how to do it. Those who have to produce plays under difficulties, in school or village hall, or wherever the usual fittings of the theatre are lacking, will learn from this volume how to overcome these difficulties, and, in a simple and economical way, produce the desired illusion.

On scenery, lighting, make-up, and indeed on the whole business of play production, Mr. Bennett gives practical instruction as well as sound advice. Mr. St. John Ervine furnishes a brief introduction in the course of which he describes this book as the most practical guide to play production now available to amateur actors. We feel further praise is unnecessary. P.M.G.

ELOCUTION AND THE SCHOOLGIRL.

BY ELAINE NICHOLSON.

"How sweet the moonlight sleeps upon this bank.
Here will we sit and ——"

A brisk voice breaks in. "The *oo* of 'moonlight' wants to be brought more forward, dear. And I didn't quite hear the *p* in 'sleeps.' Just try that again."

The student tries that again. And, if she's a conscientious girl, she gets the *oo* better this time and likewise infuses an added intensity into the *p* of "sleeps."

"Soft stillness and the night——"

"Oh! my dear, 'soft stillness,' not 'soff,' I've told you that so many times! And not so much emphasis on the 'and' . . . Yes, tha—at's better. Now . . . Yes, a change of pitch for 'Sit, Jessica' . . . Yes, yes, but more breath, child, *more breath!*"

And so on, for the remainder of the forty minutes. And during that period, surely the august bones beneath the chancel in Stratford-on-Avon Church turn restlessly from side to side; while the shade of the Melancholy Dane deepens ever its melancholy, to hear the hard-working elocution-teacher put her own interpretation on how to "speak the speech."

Small wonder that you hear modern mothers occasionally say, "Let her join the elocution class? No fear! I prefer my girl to speak naturally."

Yet how different might be the verdict if only this much-maligned subject were understood and taught for what it really is! Not a conglomeration of false values, stilted pronunciations, second-hand graces and machine-made effects, but something at once more subtle and more simple—a calling forth of the best in voice, diction, and interpretation alike, through the mingled means of the physical, the intellectual, and the emotional.

Where I think that the elocution-teacher so often goes wrong is in taking some exquisite classic, in prose or in verse, and turning the same into a vehicle for technical instruction. It is so fatally easy to kill the beauty of inspired language by hanging it all over with rules and regulations; jerking, as it were, the speaker's thoughts continually down to earth again.

Technique is, indeed, all-important—in its place. And that place is at the outset. Breathing, enunciation, modulation, emphasis, attack—all these must be taught, and taught thoroughly, at first. But such things are of mind and muscle—interpretation is of the soul.

What professor of singing, worthy of the name, would allow a raw beginner to attempt a song? Why, then, should the speaking voice, with its even greater possibilities, its even wider appeal, meet, apparently, with less consideration? Possibly the old reason—familiarity. We can all more or less speak, whereas only the comparatively few venture, seriously, to sing!

But it is not until technique has become second nature (which really means the getting back to nature at first hand) that the voice itself can begin to speak with any certainty. And it is when that point is reached that the time will likewise have come when, instead of lecturing on the vowel-values in "moonlight" you may say simply to the student: "Put the moonlight into your tone." And, if the student is worth anything, believe me, she'll do it!

LEGAL NOTES.**Appeal Tribunals.**

The National Federation of Class Teachers wrote a letter to the Board of Education, calling the President's attention to their resolution, which urged that "Appeal Tribunals be established by the Board of Education before which a teacher threatened with the withdrawal of his certificate may appear accompanied by a friend and call witnesses." The letter points out that any person convicted in a Court of Law has the right of appeal against conviction or sentence, and by analogy the question of the withdrawal of a certificate "should be subject to some form of judicial decision and a similar right of appeal." While it is true that, speaking generally, a convicted person has a right of appeal against conviction or sentence, the analogy must not be pressed too far, for there are numerous cases where the Courts cannot be moved to review decisions adversely affecting would-be plaintiffs. Omitting military cases, there is a whole class of quasi-judicial acts, e.g., by universities, colleges, club committees, and similar bodies, where even if a Court might think the decision wrong, it would not interfere. (See *Dawkins v. Antrobus*, or *Labouchere v. Wharncliffe*.)

Quasi-Judicial Bodies.

In cases of this sort, however, the person exercising such quasi-judicial functions "must (1) act in good faith, (2) give a complainant a fair and sufficient notice of his offence, (3) give him an opportunity of defending himself, and (4) observe the rules relevant to the circumstances"—(*Hope v. I'Anson*, 1901, 18 T.L.R. 291)—if he is not to be liable in damages to the wronged person. The President of the Board, in his reply, points out "that it is always open to a teacher, the withdrawal of whose certificate is in question, to ask for a personal hearing before responsible officers of the Board, and such a request is never likely to be refused." That last sentence rather spoils the effect of the first, for it lets in the possibility of a refusal, and is therefore equivalent to saying that the grant of the request is within the discretion of the President. That being so, one of the four above-mentioned safeguards is missing; two if we add the absence of rules. There are no "rules" laid down in the Grant Regulations. The aggrieved person's only consolation is that what is done has been done in good faith, and that that will excuse a multitude of errors.

The President's Argument.

The President says further that in the majority of cases of the withdrawal . . . of certificates, "the action has been based on facts which have already been the subject of judicial decision in a Court of Law. The Board have consistently refused to take upon themselves the function of reviewing such decisions, nor could they properly confer this function upon a tribunal set up by themselves." Of course not. But it is not a question of "reviewing" a judicial decision, but of deciding what bearing that decision has on the due administration of the schools. For this administration the President says he is responsible, and a tribunal "not responsible for the good conduct of the schools concerned" would not be in so good a position to weigh the gravity of facts proved in a Court of Law as the Board itself. That argument we will examine next month.

NEWS OF THE MONTH.

Changing King's College.

King's College, in the Strand, which two years hence will be celebrating its centenary, is not waiting for that event before enlarging itself. The changes planned a few years ago are being carried out as each long vacation comes round. This year two floors are being built in the lofty entrance hall, one of which will provide a new laboratory for zoology. The Refectory is being enlarged by the removal of the Women's Common Room, and it will now be possible to serve 1,000 luncheons a day. A gallery has been added to the Furnival Library for English Honours students. Next year will see further alterations and extensions. A site above the Aldwych Station has been acquired on a 200 year lease. The cost of some of the projected works will be met by savings already made, and the centenary will provide, it is hoped, an opportunity for the many old students and friends of King's for finding the rest of the money required. Doubtless a more imposing and worthy dignified entrance gateway will be included in the improvements.

Bath and the Dramatic Revival.

The Summer School for Dramatic Production at Bath, which started quite accidentally at the request of a local education authority, bids fair to become an important annual event in the dramatic world. The 1927 course held at Citizen House during August was a brilliant success, and the plays in the Little Theatre, selected, rehearsed, and produced by the students themselves, were delightful in every way. Costumes, scene-sets, and properties were the work of the members. The particularly beautiful curtain, with impressionist scenery, for "The Tempest," was designed by Lady Maxwell. During the fortnight several eminent dramatists visited the school, and Mr. G. K. Chesterton contributed a characteristic speech in a debate on "The Possibilities of Pantomime." Lady Margaret Sackville gave the first performance in England of her poetic drama "The Wind," in which she was *Gondra* and Mr. Arthur Harris was *Palinore*. It is hoped that next year's festival will last a month instead of a fortnight.

The Future of Westonbirt.

The Rev. P. E. Warrington, Vicar of Monkton Combe, Bath, who was instrumental in founding Stowe House and Canford Manor as schools, has been negotiating for the purchase of Westonbirt, a fine Jacobean mansion in the Cotswold country, with the purpose of converting it into a school for girls. The house is built on ground about 400 feet above sea level, surrounded by a well-timbered park of some 500 acres.

Wandsworth's New School.

Wandsworth County School, at Southfields, opened its new term on September 13th, in its new premises, which have cost, with the seven acre site and furniture included, about £70,000. The school, founded in 1895, by the governors of the Wandsworth Technical Institute, is now administered by the London County Council, and accommodates over 500 boys.

Lectures for Teachers.

The L.C.C. programme of lectures and classes for teachers is as attractive as ever. Last year 15,500 applied for tickets of admission, an increase of 2,000 on the previous session. Any person engaged in teaching

in London, Kent, or Middlesex is eligible for admission at fees which average less than 1s. a lecture. For other teachers the fees are 50 per cent. higher. These lectures are designed to bring London teachers into touch with developments in educational methods and to enable them to hear leading authorities on current questions of importance. Professor Gollancz and others will speak on Literature and Drama, Professor D. Saurat on French Language and Literature, and Professor A. P. Newton will deal with the Historical Geography of the Dominions. European History, American History, China, the Middle Ages, London, English Music, Pedagogy, Geography, Psychology, Phonetics, Science in Everyday Life, Health, Art Appreciation—all these by acknowledged masters of their subjects—as well as practical courses in arts and crafts, are some of the alluring items in a lavish programme of good things.

Farming Boys for Canada.

The British and Canadian Governments, by a joint scheme under the Empire Settlement Act of 1922, propose to expend a million pounds over a period of ten years in making advances to assist suitable British boys to take up farming in Canada on their own account. A boy on reaching the age of twenty-one, possessing the necessary training and experience, will be eligible for an advance of not more than £500 for the purchase of farm, stock, and equipment. As the scheme is retrospective, it can apply to boys who have gone to Canada since the passing of the Act. Three parties of boys sailed last month, and another will probably leave during October.

£100,000 for Leeds.

Leeds University has received a gift of £100,000 towards the appeal for £500,000 for the purpose of development and extension. This gift, the largest ever made to the University, brings the fund up to £400,354. The donor at first expressed a wish to remain anonymous for the time being, but it has since become known that he is Sir Edward Brotherton, the chemical manufacturer, of Roundhay Hall, Leeds.

Strike of Parents.

Stourpaine, Dorset, was last month the centre of yet another school strike. The parents objected to their children being transferred to another village school about a mile away. The elder scholars presented themselves at their old school after the summer holidays, but were refused admission. The Vicar, it is said, endeavoured to explain the situation to the aggrieved parents, but they refused to be comforted.

Mrs. E. M. Hubback, Parliamentary and General Secretary of the National Union of Societies for Equal Citizenship, has been appointed Principal of the Morley College for Working Men and Women.

Mr. Frederick Adshead, M.A., who has retired after twenty-nine years' service as head master of the Royal Commercial Travellers' Schools, Pinner, Middlesex, is succeeded by Mr. J. L. Mallett, M.A. Mr. Mallett was educated at Dunstable and Worcester College, Oxford.

Miss W. M. Crosthwaite, head mistress of the High School for Girls, Colchester, has been appointed head mistress of Wycombe Abbey School for Girls, High Wycombe. She succeeds Miss Arbuthnot-Lane, who recently retired on account of ill-health.

LITERARY SECTION.

BOOKS AND THE MAN.

Intimacies.

During the vacation I found time to read a number of books that had nothing to do with pedagogy. Among the more amusing of them was a work by Mr. Harold Nicolson, entitled "Some People." It is published by Constable, and I can promise to those who read it some excellent entertainment. The author is singularly frank and self-revealing, giving the impression of one who is an amused spectator of life and a student of his fellows, without any tinge of superiority or petulance. He does not climb a pedestal himself, nor does he allow others to remain on theirs, but his attitude is kindly and tolerant even when he is dealing with the late Marquis Curzon or Mr. David Lloyd George.

It is pleasant to see our big-wigs in their private lives and to find them more human than we had supposed. To us who are concerned with schools the President of the Board is often a remote and mysterious being, with a forbidding literary style and a firm way with deputations. We suspect, of course, that presidents must be human sometimes, and we know that they have friends and even families.

I find this surmise confirmed by Mr. Nicolson, who spent some time at a *pension* in Paris, learning French in preparation for service under the Foreign Office. Among his fellow-students was Lord Eustace Percy, now the President of the Board of Education. We find him contributing to a brief literary discussion the terse sentence: "Je ne goute pas les vers libres." At another point we are told that "Eustace Percy assumed that firm, cognizant expression which has subsequently, and how rightly, endeared his personality to the Mother of Parliaments." We are told further on that "Eustace Percy had the room beyond the *salle à manger*. He would emerge energetically from his books, pass a hurried white hand over a harried white brow and engage in the conversation with force, fluency, and distinction." "I was, and still am," says our author, "immensely impressed by Eustace Percy. So was Jeanne. She cherished the idea that one day he would be King of France."

Alas—or happily—Lord Eustace Percy seems to have little prospect of becoming King of France, but it is pleasant to think that his French preceptress considered him worthy. In future I shall be inclined to accept his educational edicts with the respect due to a crowned monarch who is merely interrupting his royal progress for our good. The little pictures of his student life, however, will serve to remind me—if it were necessary—that the President of the Board is not a cold abstraction but a man of earnest purpose, eager to make a success of whatever he undertakes.

Mr. Nicolson has introduced me also to other people, less important to me, but extremely interesting. I am grateful to him and I commend his entertaining book to my readers.

SELIM MILES.

REVIEWS.

English.

HARRAP'S READERS OF TO-DAY. (George G. Harrap and Co., Ltd. 1s. 6d. net.)

We have just received two more volumes of this excellent series.

The first is entitled "Episodes from the Sea and the Jungle," by H. M. Tomlinson. In 1909 the author shipped as a purser in the tramp steamer *Capella*. The boat sailed from Swansea, and the story of its journeyings is vividly described in this interesting volume.

The next volume deals with "Episodes from the Road to Timbuktu," and is written by Lady Dorothy Mills. Timbuktu and the roads leading south held a great fascination for Lady Mills, who gives us a brilliant account of her journey from Liverpool to "the great cruel roads of the ages, along whose blazing trails, century after century, have toiled long trains of men and animals bearing gold-dust and spices, ivory and cotton, gum, ostrich feathers, and the skins of strange beasts: roads on which men have died in their thousands and animals in their tens of thousands."

J.R.

COLLINS' CLEAR TYPE PRESS: edited by Arthur Malle, M.A. (1s. 9d.)

We have just received two volumes of the series.

The first is "Adventures in Science," which deals with Pasteur, Lister, Sir William Perkin, Edison, Röntgen, and Marconi, their lives and work. Perhaps the best way to gain an appreciation of science is to read of the doings of the greatest scientists of all time. It is best to read an authoritative work on each man, but this is a lengthy and expensive method to adopt. The old adage that "a little knowledge is a dangerous thing" has often been made an excuse for attempting to learn anything, and we can assure the reader that this interesting book will not only provide him with a little *useful* information, but a lot of interest and a wish to know more.

The second volume is "Adventures in Engineering," which deals with the lives and work of Sir Marc Brunel, Alan Stevenson, Lord Armstrong, Ferdinand de Lesseps, Sir William Willcocks, and Sir William Arrol. Man's advance to his present position has been made possible by his conquest of natural barriers. Engineering has played a great and romantic part in this conquest. Nearly all boys have a natural interest in things mechanical, and often this interest remains unemployed through lack of knowledge. An understanding of the work of the great engineers will help to make boys realize the difficulties which stand in the way of any pioneer.

J.R.

THE TOUCHSTONE SHAKESPEARE: edited by Guy Boas. (Ed. Arnold and Co. 1s. 9d. and 2s. each.)

We have already spoken in favourable terms of this school edition of Shakespeare. Mr. Boas seems to have hit the golden mean between over annotation and the plain text. His introduction is both interesting and suggestive, and his notes are very much to the point. These books, too, are well produced and strongly bound—this latter certainly a desideratum for school use.

HUMOROUS NARRATIVES: AN ANTHOLOGY FOR SCHOOLS: edited by Guy Boas. (Ed. Arnold and Son. 2s. 6d.)

A well-chosen selection of humorous stories by English writers, ranging from Chaucer to G. K. Chesterton. Should be very popular with "higher tops" in elementary schools, and middle and upper forms in secondary schools.

THE WATER BABIES (abridged). With illustrations. (Thomas Nelson and Son. 1s. 3d.)

Yet another popular school edition of Kingsley's well-known children's classic. Well produced at a moderate price, with an appendix containing well-chosen questions on the text.

Mathematics.

STORIES ABOUT MATHEMATICS-LAND. (3s. 6d. net.)

EXERCISES ON STORIES ABOUT MATHEMATICS-LAND. (1s. 6d. net.) Both volumes written by D. Ponton. (Messrs. J. M. Dent and Sons, Ltd.)

Beginners in mathematics often find the more abstract subjects of geometry and algebra both difficult and meaningless. It is indeed hard to explain the value of a knowledge of Euclidean

geometry to the young child. These books make a successful attempt to render the subjects interesting. The first volume is divided into two parts: part one deals with geometry, part two with algebra. The second volume provides useful questions upon arithmetic, algebra, and geometry. The questions on arithmetic are based upon the author's story explaining the rules, which is to be found in the first book of "Stories about Mathematics-land." To those in charge of young children who find mathematics "dull," or who have failed to respond to the method of treatment in use, we recommend these books. J.R.

GODFREY AND SIDDON'S FOUR-FIGURE TABLES. Thumb index edition. (The Syndics of the Cambridge University Press. 2s. 6d.)

These excellent tables are too well known to need description, but we must congratulate the publishers upon the thumb-index edition, which will do much to aid students in finding the table they want as quickly as possible, and should help to prevent the absent-minded from using logarithms for antilogarithms by accident. The tables are clearly printed, and the binding will stand up to the rough usage which must be the inevitable lot of any work used for constant reference. J.R.

MATHEMATICAL TABLES: compiled by C. V. Durell, M.A. (G. Bell and Sons, Ltd. 9d.)

These tables follow standard practice. The book is bound in limp cloth and is very compact, and may be carried in the pocket.

ELEMENTARY TRIGONOMETRY: by C. V. Durell, M.A., and R. M. Wright, M.A. (G. Bell and Sons, Ltd. 5s.)

The book is divided into three parts: The Right-angled Triangle; The General Triangle and Mensuration; The General Angle and Compound Angles. This will be found to cover the ground for the matriculation and the school certificate examinations. The book is thorough. It has no striking novelty, but will be found a thoroughly serviceable book for boys working for the examinations we have named.

ALGEBRA TO THE QUADRATIC: by R. W. M. Gibbs, B.A., B.Sc. (Oxford University Press. 3s. net.)

The author states in his preface that "the salient features of the book are the gentle gradation in order of difficulty and the frequent appeals and applications to arithmetic. It is quite certain that no sound mathematical knowledge can be based upon an insecure foundation. This book should make the sound foundation a certainty. The ground covered is sufficient to prepare pupils for the common entrance examination to the public schools. The work is in two parts: part one, bookwork; part two, exercises. The book has answers. Printing, binding, and diagrams are excellent, and we wish for the book a wide circle of readers.

ELEMENTARY MATHEMATICS: FOR CENTRAL SCHOOLS, SENIOR ELEMENTARY SCHOOLS, AND UPPER STANDARDS: PART III: by E. Sankey and A. Roys, B.Sc. (G. Bell and Sons, Ltd. 2s.)

The book consists of four sections: (1) Arithmetic related to commerce; (2) Algebra; (3) Geometry and Mensuration; and (4) Trigonometry related to technology. The aims of the book are: To ensure that the groundwork is well prepared; to make the work as comprehensive as possible; to graduate the exercises to be worked by the pupils; to use graphic methods; to proceed from the particular to the general; and to interest pupils by reference to every-day experience. The book is excellent. The arrangement is sound, the work is carefully graded and up-to-date, and the questions are well chosen. Moreover, printing, binding, and price are just right for a book of this kind.

Trigonometry.

THE ELEMENTS OF PLANE TRIGONOMETRY: by J. T. Brown, M.A., B.Sc., and A. Martin, M.A., B.Sc. (George G. Harrap and Co., Ltd. 3s. 6d. net.)

The authors state that: "Experience of teaching trigonometry in schools has convinced us that no difficulty arises from introducing at the very beginning of the course the circular functions of angles of any magnitude, and that concentration on the centre angle leads to unnecessary difficulties and sometimes to erroneous ideas of the circular functions. We are confident (they say) that progress is more rapid by adopting the plan of this book." It is proverbial that one man's meat is another man's poison, and the authors can hardly expect all to agree with their contention. Personally, we think that trigonometry should be approached by a consideration of its

more simple practical applications and that the more theoretical work should be postponed, and we think that the opening chapters of this book are not calculated to stimulate interest in a slightly backward boy. The ground covered is suitable for the school-leaving examinations and for the matriculation. The book is provided with an appendix on projection, tables, and answers. J.R.

Geometry.

A NEW SCHOOL GEOMETRY: W. J. Walker, M.A. (Mills and Boon, Ltd. 2s. 6d.)

In the introduction the author refers to the changed attitude towards geometry which has taken place during the last quarter century. He admits that the greater freedom resulting from the displacement of Euclid as a text-book has been beneficial, but points out that a wide desire has been felt for a recognized order of book work. This book follows the recommendations of a committee formed as a result of a questionnaire circulated by the Assistant Masters' Association to consider the order of propositions. The book work is carefully arranged, and previous propositions are not referred to by number, but by words. With regard to riders, there are many of them, forming a well-graded series, and they are in general divided into three groups: numerical, theoretical, and practical.

The book will be found suitable for pupils working for the school certificate and matriculation examinations. It is well printed and bound, and the price is very moderate. J.R.

STAGE A GEOMETRY: by R. W. M. Gibbs, B.A., B.Sc. (A. and C. Black, Ltd. 2s.)

In the preface the author states that "The Report of the Mathematical Association on 'Teaching of Geometry in Schools' (1925) recommends the recognition of three stages in geometry teaching." Stage A (briefly described as "experimental," but actually much more than what used to be commonly understood by an experimental introduction) is the essential preparation for Stage B (the deductive stage). "But unless it is arranged carefully," says the Report, "there is a danger of its becoming desultory and aimless." This book has been written to help teachers to avoid that danger. A brief glance at the contents is enough to indicate the scope of the work and to some extent the method of treatment. There are chapters on the clock-face and mariners' compass, paper and string experiments, card models and builders' pictures, field work, pin and paper experiments, and a splendid chapter entitled "On the Track of a Moving Point," which gives the pupil his first idea of locus. We liked the book. It is better that a pupil should learn to like a subject even at the expense of making the subject rather easy, than that he should develop a hatred of a subject largely because of the stupid formal method of its presentation. Much of the old rigidity which used to be such a marked feature of our schoolrooms is disappearing, and the much wiser outlook on the teaching of children which now prevails is in no small measure due to the courageous efforts of men like Mr. Gibbs. The book is profusely illustrated, is well printed and bound, and should find a wide circle of readers. J.R.

History.

TALES OF OUR ANCESTORS: by Lieut.-Colonel Drury, C.B.E. 3rd Series. (Dent and Son. 1s. 6d.)

A baker's dozen of history talks originally broadcast by the author in 1925-26. A capital selection this, sure to be popular with the boys. We like especially the talk about our boyhood's friend, Captain Marryat, R.N., now, perhaps, in these days of seaplanes, submarines, and wireless, not so popular as he deserves to be with our modern youth.

IN THE DAYS OF THE GUILDS: by L. Lamprey. Illustrated by Florence Gardiner and Mabel Hatt. (George G. Harrap and Co. Pp. 256. 2s. 6d.)

A book in Harrap's "Told Through the Ages" series needs but little recommendation, and it is sufficient to say that this book is among the best. Twenty-two stories, delightfully told by a writer keenly sensitive to beauty, reconstruct the busily leisured life of the Middle Ages, with its quaintly remote hopes and fears, its superstitions and suspicions. If the more squalid aspects of this period are but lightly glanced at, they are not omitted, and the marvellous achievements of the mediæval world in architecture, painting, glass work, metal work, wood carving, illumination, receive full tribute from an imagination firmly backed by historical knowledge. Boys and girls everywhere will love to read of the adventures of Basil the Scribe, Tomaso the physician, Robert Edrupt (called Hob in his village), and

their fellows, and of how from all over Europe workers and material were collected for the abbey in Ireland. The illustrations, both coloured and in black and white, are charming. Would there were more of them!

H.C.D.

SPECIAL PERIODS OF HISTORY : EUROPEAN HISTORY, 1515-1598 :
by F. C. Happold. (Bell. 2s.)

There is an unusual completeness about the sixteenth century in Europe. No century, of course, is detached or detachable, but in the period of this little volume we have the rise of Lutheranism, the Catholic response; we have Charles V, Henry of Navarre, Philip II, Elizabeth, and the two Marys. The history of the Middle Ages is largely a history of the Church, and the story of the sixteenth century is largely a story of religious contests, national and individual.

It is easy to be carried away by such a generalization as this, however, and it is to Mr. Happold's credit that he does not allow himself to be carried away. The Netherlands revolt against Alva's rule, for example, was very largely begun as a revolt against heavy taxes on trade. Yet this, like everything at that time, made fuel for the fires of religious hate—on both sides. It is the text-book writer's plain business to be plain, and to be judicious. At least, he must so appear, for that is all that is humanly possible. And Mr. Happold has written a good and judicious text-book. He sets it down, just as if it were not a story to make men despair of humanity: which, indeed, for the most part it is.

R.J.

Political Science.

AN INTRODUCTION TO POLITICAL SCIENCE : by E. F. Bowman,
M.A. (Methuen. 6s.)

A new book on "Politics" should either be an expression of a marked individual view, as of a Hobbes or Bagehot, or a compendium setting forth the development and modern position of the science of politics, with or without much personal criticism and comment. Mr. Bowman's book is of the second type, but it contains enough of the current of individual criticism to place it beyond being a mere compendium. A compendium, of course, it is and here should be. The science of politics appears as it grows from Aristotle to Laski. In the proportions of "ancient and modern" we are inclined to wish there had been a rather different proportioning. Mr. Bowman has his standard texts not only at his elbow, but at his mental command; but he inclines somewhat towards the older writers, if one judges by frequencies of reference and setting out. Yet that statement, left alone, would give an unfair view of his work. For he is a modern, with a consciousness of the criticisms that this century makes on its predecessors, although he shows no eagerness to quote much that is later than Maine and Bagehot. The axe he grinds is one that serves humanity at large.

His method is interesting. Part I deals with "Forms of Government," Part II with "The Elementary Theory of the State." In this latter part there are some particularly interesting chapters, as on "National Rights and Sovereignty," "Liberty," "The Geographic and Economic Interpretation of History," and "History and Science." They are interesting, and, of course, often provocative, as they should be. Here again one feels that the moderns are inadequately represented. In the chapter on "National Rights and Sovereignty" there should be more Ritchie, whose "Natural Rights" was probably his greatest work; and more Laski, for his work on sovereignty is too important to be slightly dealt with. In the chapter on "Liberty" Fitz-Stephen's criticism of Mill's "Liberty" should have had adequate notice; and in the account of "The Economic Interpretation of History" what account can be adequate that leaves out Karl Marx?

Nevertheless, Mr. Bowman has given us a book that is useful, readable, and individual. He is aware of Spengler and Graham Wallas and the other moderns, as appears again and again. His instinct for the fixed authorities is, after all, in the sound if somewhat stolid English tradition in this field. When he claims that Aristotle is still significant to-day he is right. We wonder what kind of a book he would give us on "Political Science since Acton—or Bagehot—or even Bentham?" We wish he would try.

R.J.

Economics.

THE ECONOMIC RESOURCES OF THE EMPIRE : edited by T. Worswick, O.B.E., M.Sc. (Pitman. 5s. net.)

This is a series of lectures delivered at the Polytechnic in Regent Street recently. The ten lectures deal with Great Britain, Canada, Newfoundland, South Africa, Australia, New Zealand, and India. They are full of facts and figures, index

numbers, diagrams, and tabled statements. Teachers of geography will find in these pages a good deal of present-day information that will supplement (and sometimes rectify) what they get from their text-books.

R.J.

Geography.

THE WORLD : by J. Murray, M.A. (Bell and Sons. 1s. 9d.)

A useful summary of facts, but not very inspiring. There are some good exercises that teachers may find useful, and a number of sketch-maps, most of which, however, can be found in any good atlas. Seasonal rainfall maps would have been more helpful than maps of annual rainfall.

E.Y.

THE BRITISH ISLES : THEIR LIFE AND WORK : by E. L. Bryson and G. L. Maxton, M.A. (McDougall's Education Co. Pp. 240. 2s. 6d.)

An excellent elementary account of the British Isles, most suitable for children of about the age of eleven. The authors write with an enthusiasm which is infectious, and have a gift for attractive chapter headings. They know how to present a great deal of geographical (and historical) information in small space without losing a grip on their readers. One of their happiest inspirations was to stand aside and allow such writers as Borrow, Kingsley, Sir Walter Scott, and Hugh Miller describe for them the country each loved best. The book is lavishly illustrated with good photographs, coloured maps, sketches, and diagrams, and there is a set of questions at the end for self-aided study. It would do equally well as a text-book, a reader, or in the library.

H.C.D.

THE PUPIL'S EUROPE ATLAS. For use by the Comparative Method: by W. S. Birkett, F.R.G.S., and G. G. Lewis, F.G.S. (Evans Bros. Pp. 48. 12½+9½.)

Not an atlas in the ordinary sense, but a collection of about 125 maps and diagrams in black and white, showing the physical and political features of the European countries, and comparing them with each other. Good footnotes are given, and the whole should prove exciting and useful to children with a preliminary knowledge of the outlines of European geography.

H.C.D.

HUMAN ENVIRONMENT AND PROGRESS. The Outline of World Historical Geography: by W. R. Kermack, M.C., B.A., F.R.G.S. (W. and A. K. Johnston. Pp. 232+viii. 4s.)

"It would seem," says the author in his preface, "that one of the best ways of approach to world history is through world geography," and so the object of this book is to view world history from a geographical standpoint. The book is divided into three parts: Part I treats of the Principles of Historical Geography, and shows, briefly yet clearly, (1) how racial types are formed; (2) the different geographical factors required that development may take place under favourable conditions; and (3) the main types of response man as a member of a community has made in his attempt to "live well" in different environments. Part II traces the growth of Britain and its Empire from the time of the Neolithic herdsmen, and gives a short chapter to the United States. Part III is devoted to "Other Regions of the World," and its chief chapter is on the "Ancient Mediterranean World." Altogether a very interesting book, from which pupils from fourteen upwards should get a vivid idea of the march of history and of how man is controlled by his environment. There are over fifty maps and diagrams, and a good bibliography is given at the end.

H.C.D.

Art.

ART IN NEEDLEWORK : a book about Embroidery by Lewis F. Day and Mary Buckle, with additional chapters by Mary Hogarth. Fifth edition revised. (Batsford. 7s. 6d. net.)

This "book about embroidery" by Mr. Lewis F. Day and Miss Buckle has become a standard manual on the subject. It is invaluable to the student of decorative needlework and design, for in addition to its excellent illustrations of samplers, of stitches and explanatory diagrams, many fine examples of Oriental and Renaissance embroideries are reproduced in half-tone. These make it a source of inspiration to the artist in needlework, as well as a comprehensive work of reference to the student and collector. In this—the fifth edition revised—Miss Hogarth has selected interesting examples of work designed by Mr. Duncan Grant, Miss Rayner, and Mrs. Percy Newberry to illustrate her additional chapter on modern developments. Other outstanding examples of the beautiful technique of stitchery are those by the late Mrs. Newall and her school at Fisherton-de-la-Mere.

Civics.

CRIMINOLOGY AND PENOLOGY: by John Lewis Gillin, Ph.D. (Jonathan Cape. 25s. net.)

The writer of this volume (it is rather a "volume": pp. 873) is Professor of Sociology in the University of Wisconsin. The book has all the characteristics that one reasonably expects from the data printed here. It is encyclopaedic in its scope, systematic in its arrangement, lucid in its expositions and statements, simple in its language, informative in its matter, definitely educative in its purpose, and utterly respectable in its moral attitude. Each chapter has its "Questions and Exercises" ["Analyze the criminogenic community influences in Township A described in the text"!] and its very full Bibliography. And there are thirty-six chapters, mostly long and full.

Twenty-five shillings is a good deal to pay for a single book, even for a large book. But no one buys a volume on Crime and Punishment apart from Dostoevsky and a collection of mystery stories: "Crime and Detection" in the World's Classics. No one buys, one should say, a text-book on Crime and Punishment without having a serious interest in the subject. Such buyers will get "good value for money" here. The book is not to any great extent an exposition of the author's views. It is quite plainly a text-book.

On Criminology there are two sections: The Problem of Crime and Criminals, and The Making of the Criminal. Here comes in the old heredity-and-environment question, and a discussion of Lombroso and other theories. The pages on "Penology give a History of Punishment, which shows, among other matters, the fallacy of the "continuous progress" idea, as so commonly held; and there follows an account of Theories of Punishment. There is a full and valuable account of Modern Penal Institutions, and a description of the Machinery of Justice.

So comprehensive a scheme has its drawbacks. No one point can be worked out with any thoroughness. The modern attitude towards Lombroso's discoveries (and inventions), for example, is only presented in sketchy fashion. There is no such firm impression left on the mind as there is, for example, by Dr. Goring's "The English Convict"—a book appearing here merely as one in a list of authorities in a bibliography. And so with other matters. But whether for reading or for reference, the volume is full of useful material. R.J.

THE TASK OF SOCIAL HYGIENE: by Havelock Ellis. (Constable. 6s. net.)

This is a "pre-war" book, for it was first issued in 1912. The present edition has a direct pre—and post—war reference, of which Mr. Ellis is fully conscious, for he devotes his second preface, advisedly and shrewdly, to this very point. The facile dependence on an automatic "progress," on "God's in His Heaven, All's right in the World" (when such was and is so obviously wrong), held no place in the book as first written, nor holds any as it now appears. We must not rely on any "mechanical action of 'Providence' or 'Evolution' in our favour." We must rely on our own efforts.

"When after an interval of fifteen years," writes Mr. Ellis (February, 1927), "I survey 'The Task of Social Hygiene' afresh, far from finding it antiquated, I find that we are in the very midst of the task which, in its large outlines, I was attempting to set forth." It is a bold claim, but we think it justified. And, indeed, the outlines are large: the Status of Women, the Birth Rate, Eugenics, Religion and the Child, Sexual Hygiene, Immorality and the Law, War against War, An International Language, Individualism and Socialism. There is material in these studies, and material of a high order, for some years of debates and discussions. Mr. Ellis will never attract the flippant or the casual reader, for his very idealism is realist. But, apart from more serious students, there is a class of "general readers"—those who occasionally relax from their relaxations—capable of being attracted and held by his wide and accurate knowledge and his balanced and bold judgments. R.J.

General.

MARTIN LUTHER: by Estelle Ross. Nine illustrations by Paul Hardy. (Harrap. 2s.)

This biography should be placed in every school library. Free from bias and written with enthusiasm, it portrays the stormy petrel of the Reformation as a human creature. As a boy whose "slightest disobedience was rigorously punished," as the monk of iron will who defied the power of Rome, and as the father who "flung himself sobbing on the floor" by the bedside of his daughter, Luther is made to re-live. His weaknesses are faithfully contrasted with his greatness. We are told he thought "the peasants were the property of the masters," for a man of

God a strange idea, but common enough in his day; we are also told that he wrote to the masters: "In civil government you do nothing but oppress and tax to maintain your pomp and pride until the poor common man neither can nor will bear it any longer." It is written in a good style, full of life and vigour, and possesses an appeal for boys; it is history without tears. As a teacher I would welcome more books of this type. H.C.

Boy's BOOK ON HOW TO MAKE MODELS: by G. E. Hopcroft. (Brown, Son, and Ferguson, Ltd. 1s. net.)

It is probably true to say that man is never so happy as when he is engaged upon creative work. The unrest and dissatisfaction which are so marked a feature of modern times may be due to many causes, but we think that the rise of industry and the consequent disappearance of the craft-spirit have played no small part in bringing about the present-day attitude. Progress is inevitable, and a return to mediæval conditions is as impossible as it is undesirable, but it is desirable that people should learn to spend their leisure pleasantly and profitably. Youth is essentially the time for learning the essentials of any craft, and we suggest that any boy who makes the models described and illustrated in this book will have gained a fair knowledge of the use of wood-working tools, and will also derive many hours of enjoyment, both in the construction of the models and in their subsequent use. Moreover, he may be led to make further models of his own invention, and may gain a hobby which will last him for life. J.R.

BEWARE! HOW TO USE THE ROAD: by Lord Montague of Beaulieu. (George Gill and Sons, Ltd. 2s.)

Much has been said and written upon the problems affecting road transport. The development of the motor-car has been so rapid that our ideas of road use have perhaps failed to keep pace with the progress. The result is evident in the large number of accidents. Slowly public consciousness is being aroused, and some would advocate reform along legal lines, others would suggest the development of a sense of pride in driving ability. No matter what view the individual reader may hold he cannot fail to find interest in this book, which deals with "Highway Law," "Hints to Pedestrians," "The Duties of Drivers," and "Some Remarks upon Traffic." J.R.

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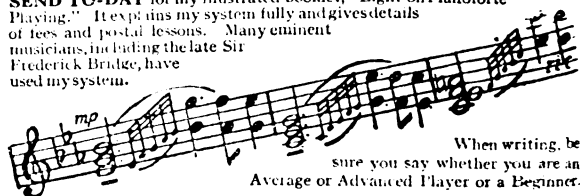
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Mr. Donald A. Mackenzie, who has re-told the story of our prehistoric ancestors in "Footprints of Early Man," recently issued by **Messrs. Blackie**, traces the origin of modern culture in another volume, entitled, "Ancient Civilizations: from the Earliest Times to the Birth of Christ," which is about to come from the same publishers. The latest results of archaeological research, which have added so much to our knowledge of the subject, have been incorporated in a book which, dealing with the ancient empires of Egypt, Asia, and South and Eastern Europe, shows not only the cultural relations of each, but also the extent to which modern civilization is indebted to them all.

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Messrs. Longmans, Green, and Co., announce that they will publish this month "Wireless Principle and Practice," by L. S. Palmer, M.Sc., Head of the Department of Pure and Applied Physics in the Faculty of Technology, University of Manchester. The author deals with three main branches of wireless communication (1) the generation of high frequency alternating currents by spark, arc, alternator, and valve method; (2) the propagation of wireless waves round the earth; and (3) the reception, detection, amplification, and reproduction of transmitted signals, both telegraphic and telephonic.

Messrs. Sampson, Low, Marston, and Co., announce that they have in the press "A Story of Civilization," by Harper Cory. This volume is intended for upper forms, and centring around the broad principle of history, traces the origin, growth and dispersal of civilization. There are five full-page maps, fourteen full-page illustrations, and numerous smaller illustrations in the text of the book.

CORRECTION.

In our September number reference was made to a text-book on French, illustrated by gramophone records.

This book is published by the University of London; not by the University of London Press.

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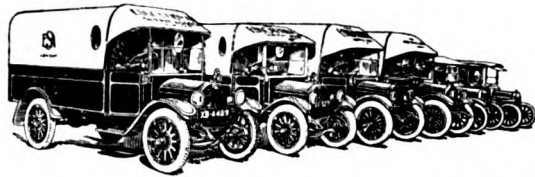
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THE EDUCATION · OUTLOOK

AND EDUCATIONAL TIMES

NOVEMBER, 1927

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 Sheffield Incident.

Newspapers throughout the country have been giving space to articles and correspondence concerning the position of King Edward VII School at Sheffield. The head master, Mr. Ronald K. Gurner, has resigned after a brief and somewhat troubled period of service, the immediate cause of his retirement being an order to the effect that he should not consult the Chairman of the Committee directly but through an education official. This order followed other disquieting efforts to place the head master of the school in a subordinate position. These began when the Labour Party last year obtained a majority on the Sheffield City Council, and thus gained a voice in the conduct of King Edward VII School, which is aided from the city rates. Very soon it was ordered that the Officers' Training Corps should be disbanded, despite the protests of the head master. Later the Committee of Governors was abolished, and the school was placed under the management of the Secondary Schools Sub-Committee of the Sheffield Education Authority. The Chairman of this Sub-Committee could not undertake to give personal attention to the special needs of one school, and therefore it was ordered that the local Director of Education should receive communications from the head master and consult the Chairman if he thought it necessary.

School or Factory ?

Newspaper comments on the doings at Sheffield have often been headed with the words: "What is a Public School?" There is, apparently, no answer to this question, since the term, like so many in our educational nomenclature, is shorn of any literal meaning. In America a public school is one used by the public generally, but with us a "public school" appears to be one which meets certain requirements arbitrarily laid down by a self-constituted body called the Head Masters' Conference. Thus a "public school" is no more public than an "uncertificated teacher" is uncertificated, or a "supplementary teacher" supplementary, in the strict sense of these terms. What we ought to be asking is not whether King Edward VII School, Sheffield, has ceased to be a public school but whether we are content to see it, and all State-aided schools with it, converted into educational factories under the more or less vigorous foremanship of men called by the misleading title of Directors of Education. During recent years there has been a strong tendency to convert our educational system into a machine and to ignore the fact that a school—whether giving elementary or higher instruction—must have its own individuality. Head master or head mistress, staff, and pupils form an entity which can keep its soul alive only by being free.

The Control of Schools.

It will not be denied that the community has the right to exercise some supervision over the education of its young members. This right exists even where no public funds are spent on a school, and where a school receives grants from taxes and rates it is clearly equitable that taxpayers and ratepayers should have some means of assuring themselves that their money is being well spent. These self-evident propositions, however, do not lead to the conclusion that education can be governed and directed as if it were a commercial undertaking like the national post office or the local gas works. Letters, gas, water, electricity, and sewage can be conveyed through official conduits, but ideas cannot. It is even possible to arrange a nicely ordered syllabus of facts necessary to be known and to prescribe examinations in those facts without attaining anything worthy to be called a satisfactory system of education. This is little understood by those who are seeking workshop efficiency in our schools. Even in our factories it is coming to be recognized that the human element counts for much, that the "hands" are also "souls," and that a bustling overseer may defeat his own ends by over-interference, and by trying not only to get things done but to get them done in the particular fashion which he approves.

Official Law.

The Lord Chief Justice has performed a timely and valuable public service by calling our attention to the growth of an un-English and unconstitutional practice of legislation by officials. Naturally enough, an official welcomes the power of giving his own interpretation to the laws which he has helped to concoct. This saves endless trouble and minimizes the risk of having his excellent intentions defeated in courts of law. To be able to frame regulations which have statutory force and to make decisions against which there can be no appeal are powers which may well be coveted, since they make for a quiet life, untroubled by awkward questions and criticism. Without questioning for a moment the selfless devotion of our civil servants or their abounding knowledge and good sense, one may reasonably ask whether any servants of the State should be invested with the power to make laws so convenient to themselves. Lord Hewart thinks they should not, and as the question is not without interest to those concerned with education we have printed on another page a contribution from a well-informed source showing something of the extent to which the Board of Education have acquired during recent years certain powers which seem to limit the rights of critics or opponents in regard to legal remedies.

The Leaving Age.

The President of the Board may sometimes regret that he was so prompt in declaring that the Government had no intention of accepting the recommendations of their Consultative Committee on the leaving age in elementary schools. At a joint conference arranged by the National Union of Teachers and the Workers' Educational Association it was made clear that there is a very large body of support for the committee's proposals. Nor is this support confined to that despised class sometimes described as "educationalists." Manufacturers and leaders in commerce are joining the educationist in pressing the question upon Lord Eustace Percy and his chief allies—the small employers and shopkeepers who want cheap juvenile labour, and the short-sighted parents who want to exploit their offspring. Lord Eustace tries to fend off his critics by saying that there are many urgent things to be done before the leaving age is raised. So there are, and the Committee recognized the fact by suggesting that five years' notice should be given before their counsel was adopted. Let the necessary things be done with the avowed aim of making it possible to raise the leaving age and build up a comprehensive system of post-primary training. The time is short enough and nothing is gained by delays and fumbings over a matter that is inevitable. The President agrees that it is inevitable, but he makes this opinion his excuse for inaction.

A Question of Cost.

At the conference Mr. R. H. Tawney faced boldly the question of cost. He reminded us that in the coal industry, for example, there are 150,000 men unemployed. But we are sending into that industry about 50,000 boys every year. During the past three years we have had an average of more than a million adults out of work, but during this period we have turned into the labour market over one and a half millions of girls and boys. The saving in money that would result from keeping these children at school he estimated to be some £9,000,000 a year so far as unemployment benefit is concerned, and he suggested that the return in developed ability would be so great as to make the raising of the school age a good investment. Mr. Finny, Secretary to the Surrey Education Committee, gave figures for that county showing that the cost of raising the age would be equivalent to a rate of 2½d. in the £. He estimated on this basis that the total cost to the local authorities would be some £9,000,000 annually. It is a large sum, no doubt, but we launched a warship a few days ago which will cost nearly £1,250,000 and be obsolete before she is used. It would pay us better to launch into the world young people who have been well trained to meet the responsibilities and duties which modern life brings to them.

History in Chicago.

Mayor Thompson, of Chicago, suffers from the delusion that our English King George V is anxious to annex that city. It is an odd notion, especially to any Englishman who has visited "Chi" or considered the exploits of its enterprising criminal population. Few cities are less to be coveted by a peace-loving sovereign. Mayor Thompson, however, is resolved, he tells us, to "hand George a biff on the snout." As a beginning, he is handing a biff to those of his fellow-countrymen who have dared to write impartially on the history of the War of Independence. Down to the entry of the United States into the war little attention had been given to the effect of history text-books used in schools and colleges. Investigation showed that for the most part these books gave a one-sided account of the revolt of the States against George III. Many of them ignored altogether the attitude of the prominent English statesmen who opposed the King in his attempt to dragoon the American States. As the War of Independence was the beginning of their country and the only considerable war in which it was ever engaged, it is inevitable that it should bulk large in their history text-books. It is no less unfortunate that it should so often have been turned into a means of creating a false view of England. But Mayor Thompson prefers this, and describes the true story as British propaganda.

Office Slums.

One of the weekly reviews has embarked on a laudable effort to direct public attention to the conditions under which office work is often done. Acts have been passed to safeguard the health of those who are engaged in factories and shops, but the office worker is unprotected. Hence it happens that whereas the boy or girl who leaves school to enter a factory or store will have a statutory right to demand decent accommodation, those who become junior clerks may find themselves compelled to work in surroundings which are extremely unhealthy. It will hardly be denied that these young people are entitled to protection. We ought, indeed, to place upon the employers of all workers, under 18 at least, the responsibility for seeing that they have opportunities for further education and also that they do not suffer any danger to health which may be avoided by forethought and care. No employer has the right, and no employer should have the power, to impose permanent disabilities on those who serve him. It is strange that even in our Government offices this plain obligation should be ignored. The Board of Education issues excellent counsel and admonitions concerning health in schools and colleges. These must be of special interest to those minor officials and clerks who work in the basement of the Board's offices somewhere about the level of the Thames.

EXTERNAL EXAMINATIONS AND EDUCATION.

By S. V. LUMB.

At the present moment our educational system, particularly the secondary branch, is so dominated by external examinations that it is absolutely essential to consider their effect on education. So much criticism has been levelled at this method of testing that it is not my intention to cover again ground that has been ploughed so often before by discussing whether external examinations ought or ought not to exist. Instead, recognizing that they do exist, it is my aim to show how they can best be made to serve the purpose of education.

The important point to bear in mind is that education in its broadest aspect cannot be tested by external examination. Such a test cannot indicate whether pupils at the end of their school education are filled with an eager curiosity about life, are inspired to give of their best in the service of their district, possess a good judgment, or can adapt themselves easily to life in the wider community into which they are entering. This initial conception will prevent our making a fetish of examinations. Yet other results of school education can well come within the scope of the examination system, for an educated person must also have a well-informed mind and sufficient general knowledge to start him on any specialized topic towards which his interests would incline him; to test this an external standard to which every normal pupil should attain is of the greatest value. The harm to education from such a standard lies at the door of the secondary school and not in the actual existence of the standard, for injury arises in the first place as a result of forcing every pupil to prepare for it at the same pace. It is educationally unsound to attempt to impart a mass of information to a brain that can at the moment grasp only half the amount. You may find room for it by forcibly enlarging the receptacle, but the strain will have been so great that your pupil will never afterwards voluntarily study any subject. For some pupils, then, four years only, for some five, and for some even six, will be needed to bring them to the required standard. Such grading, for which the school would be responsible, would first differentiate A, B, and C pupils, and the external examination in its turn would grade them still further by classes, credits, and distinctions. Thus physical and psychological principles would no longer receive merely lip service from professed educationists.

Since the examination syllabus determines to a large extent the curriculum of the school and the syllabus in each subject, it is important that sufficient allowance should be made for different types of brain. So many pupils who would fail in a school certificate examination become quite capable men and women of affairs when they leave school. It is simply because some of the compulsory subjects—higher mathematics, the classics, or modern languages—have been too abstract for them, whereas in woodwork, needlework, art, and music they would have eclipsed their more intellectual companions. Greater flexibility and variety are required in external examinations. If such could be obtained then a change would be noticeable in the organization of schools, and external examinations would have done much to justify their existence. Secondary schools

should not merely be an intellectual training-ground for the next generation of professional men, but should really be educational institutions to prepare for life and citizenship all those who come within their influence. Then no longer would a large number of secondary pupils finish before taking a school-leaving certificate, and begin their life work with a feeling of inferiority, which soon unconsciously gives place to a contempt for the ineffectiveness of academic education.

Furthermore, the type of question does a little towards determining the method of teaching. The old-fashioned type of "fact" question led too easily to the "cram method" of imparting and memorizing information, while the new-fashioned type of general question often leads to a vague, diffuse style with inaccuracy concerning details. Both types of questions should be employed. There is something intensely satisfactory to a pupil in being tested on prepared work, for the pupil realizes that careful learning wins its reward. Equally satisfactory to the more original pupil is the question that requires thought as well as knowledge, and the "A" pupils would naturally score on such questions. From personal experience in school examinations it is clear that girls who do the second type of question well do also the earlier type satisfactorily, while pupils who would have failed on the second type alone are encouraged by the presence of possible questions of the first type to work harder than they otherwise would.

The Scottish system of external oral as well as written examinations has much to commend it. English pupils are noticeably inarticulate, yet an educated person ought to be able to express ideas in speech as well as on paper. Here, too, examinations might assist general education if examiners made due allowance for nervous children.

For young children external examinations should be taboo. In the transference from elementary to secondary schools the external test should be of the simplest possible, and the ideal would be to have none. It is impossible to select the fitness of a child aged eleven for secondary work by the ordinary written examination, and cases are frequent where scholarship children are placed in a "C" form later, while others who failed at the same scholarship examination are placed in an "A" division. At this stage, however, an intelligence test is of the greatest value to enable the secondary school to compare the actual progress made with the latent powers of the child.

If these points are borne in mind and external examinations are based on approved educational principles, they can help general education by setting a suitable standard of attainment which will encourage a varied curriculum and thoroughness, combined with originality of method in the secondary school.

BOYS AND GIRLS OF FICTION. Second Series: *Oliver Twist*, *Jane Eyre*. With an Epilogue on "Thinking it over." (T. Nelson and Sons. 1s. 6d.)

Girls who read this "Introduction to Jane" should congratulate themselves on their escape from the old-fashioned school conditions and environment here depicted, and will not fail to turn to "Shirley" for further details.

We can cordially recommend this series.

“SI JEUNESSE POUVAIT.”

BY ALEX. ASHTON.

During the Mesopotamian campaign one of the tasks of the British Army was to collect and care for refugee Armenian children. A good number of them, by arrangement with the Indian Education Department, were sent to the boarding school in Bombay, of which, at the time, I was head master.

George Gregory was one of them; a good, quiet lad of twelve or thirteen, who applied himself assiduously to his books and rapidly acquired such western education as we were able to offer him.

In due course a report on these lads was called for with a view to settling their future as far as possible. I had a talk with each of them, and the last one to come up was George. In the course of our chat he told me how he had come to be rescued by the British.

In quiet, passionless tones, he related how the Turks had collected all the inhabitants of his district, somewhere on the south-east shores of the Black Sea, and had driven the horde of men, women, and children four days' journey into the wilderness and had then started systematically to massacre them. George, with a companion of about his own age, had run blindly "into the blue," and after seeing his companion struck down by a mounted Turk he had crept into a watercourse, where he had hidden till night. Then he had ventured forth, and in the morning had been picked up by a British cavalry patrol. He had never heard any more of any of his people.

I thought George was too young to leave school then, but I asked him what he would like to do when he did leave. "I shall return to Armenia," he said. "But, George," I replied, "you surely don't want to go back among the Turks, after your experiences."

He drew up his slim, boyish form; his pale, refined, eastern face glowed and his gentle brown eyes flashed. "Sir," he said, in the precise English he had picked up from his books, "I wish to return in order to drink their blood."

"George," I said, "you have a nasty taste in beverages. I think we must keep you at school for a couple of years yet."

Two years later George left school to take up the, by comparison, prosaic profession of "ticket snipper" on the G.I.P. Railway.

I hope it was all for the best.

Morley College.

Morley College, now in Westminster Bridge Road, continues to attract numbers of working men and women, for whom it was founded. Its roll is larger than ever. The fees for most sessional subjects are but 7s. 6d., and there are classes to suit all studious tastes. There are four university tutorial classes, and three extension courses are being held in economics, 18th century music, and "Man and Civilization." The music department includes string and full orchestra, a choral class, sight-singing, and harmony classes, and a madrigal circle. Truly the poor man's university.

BEATA.

BY

LORD GORELL.

I.

*Before the altar, white and pure,
A candle of the Lord, she stands:
The glow of faith within her eyes
The summit of Earth's wisdom is;
Her beauty's truths for aye endure;
And blessed are her hands.*

II.

*All day she burns, a living gleam
To Love's one radiance wholly given,
Wherby the pilgrim heart may see
How clear a human soul can be:
All night she homeward goes in dream
And wakes, renewed, from Heaven.*

IN A LONDON GARDEN.

BY

IDA WARD.

*Stealthily, stealthily, out into the twilight
A kitten creeps in wonder as the daylight dies—
A little black tiger in the jungle of the fernfronds,
Gazing at the flitting moths with owl-like eyes.
Now she lies in ambush, every limb aquiver,
And round eyes shining in the shadow of the fern,
As a bat swoops low, gliding softly through the
flowers,
And flickers off in silence with a deft, swift turn,
Skimming over treetops, fences, chimneys,
Tracing magic circles with its ghostly little wings.
Through the dusk the roses glow like fairy lanterns
With the deep, intense lustre that the evening
brings.
Throbbing through the bush comes the rumbling of
traffic,
Piercing the stillness with a deep, dull roar;
Sounds of laughing voices float from distant windows,
And tinkling of teacups from an open door.
All the sounds of London, far-off in the darkness—
Footsteps, voices, and a dog's low growl—
Only seem to deepen the quiet of the garden
As noiseless through the night sails the great
white owl.*

THE BUREAUCRAT IN EDUCATION.

Lord Hewart, Lord Chief Justice of England, recently drew attention once again to the growing pretensions of Government Departments in this country to be their own interpreters of Acts of Parliament. Continental countries are familiar with a privileged officialdom exercising their functions under a code of law called "Droit Administratif," which clothes them with powers of legislation and interpretation, and sets them apart from the rest of the people. English bureaucracy has not yet attained a position untouched by the "reign of law," but Lord Hewart has uttered a warning that there are influences and tendencies at work which, if not watched, are likely to place the rest of us at the mercy of a system which is quite as sinister as any stereotyped administrative law. "Has there not been," he asked, "during recent years, and is there not now, a marked and increasing development of bureaucratic pretensions, the essence and aim of which are to withdraw more and more matters and topics from the jurisdiction of the Courts and to set them apart for purely official determination?"

A cursory glance through the enactments relating to education—the law of education, like that in every other department of local government, is in the main statutory—or a perusal of the consolidating statute of 1921 will not reveal anything amiss. It is only when we pay attention to the details of its administration that we discover a mass of subsidiary legislation that puts an entirely new light upon that "superintendence of matters relating to education in England and Wales," with which the Board of Education is charged by the Act of August 9th, 1899 (62 and 63 Vict., C. 33), by which it was created. But even before that comes into play the Acts passed in the earlier years of the twentieth century sufficiently display the nature of that co-partnership between Central and Local Authority. There is not much to justify the use of that term where one of the "partners" has the controlling hand and the others are mere agents for carrying out its directions. The Act of 1902, for example, at the outset provided for the intervention of the Board on matters incidental to the Act, and, without defining the relationship of the Central to the Local Authority, gave to the former the power to apply to the Courts for a writ of mandamus to compel the latter to perform its duties. In 1907 the Board, by the Administrative Provisions Act of that year, was given power to decide any question which arose as to whether any purpose for which the Local Authority wished to exercise its power was a purpose of higher or of elementary education—though neither of these two terms is anywhere defined—and the Board's decision was to be conclusive on the matter. Both these prerogatives are still the Board's, for the provisions of the 1902 and 1907 Acts are embodied in the Consolidating Act of 1921 (see Section III, 3).

But it is the "power of the purse" that gives the Board of Education its overwhelming authority. Section 44 of the Act of 1918 (now Section 118 of the Act of 1921) laid upon it the duty, "subject to the provisions of the Act," of making regulations providing for the payment to local educational authorities out of moneys provided by Parliament, grants in aid of such amount

and subject to such conditions and limitations as may be prescribed in the regulations. This, of course, is but an instance of the delegation by Parliament of power to make rules, regulations, and orders which is so common a feature of legislation nowadays. Lord Thring says in his "Practical Legislation" that the province of Parliament is to decide material questions affecting public interest and to delegate minor matters of temporary importance. But nobody will say that regulations governing the disbursement of public money are of minor importance, and for those who administer the Education Acts it is as necessary to know the law about regulations as to know the Statutes. Over all Acts of Parliament in these days should be stamped the words: "For particulars see small handbills" (to quote Mr. Cecil Carr). Such handbills, in the form of Statutory Rules and Orders, the Board of Education issues in plenty. Most of them are known, and have been since 1918, as Grant Regulations. They were then made under Section 44 of the Act of that year, now under Section 118 of the 1921 Act. A sub-section says: "Any regulations made by the Board of Education for the payment of grants shall be laid before Parliament as soon as may be after they are made."

The genesis of this law-making power of the Board lies in that rather long Section 97 of the Act of 1870. The Education Department was authorized to set out the conditions under which grants were made in their minutes in force for the time being, but it was provided that "no such minute of the Education Department not in force (in 1870) shall be deemed to be in force until it has lain for not less than one month on the table of both Houses of Parliament." That gave Parliament a kind of post-natal control, which lasted down to 1918, despite the passing of the Rules Publications Act of 1893. The 1870 Act provision was acted on down to 1918, when the Schedule of the Education Act of 1918 repealed the proviso. This automatically brought the regulations of the Board under Section I of the Rules Publication Act. Forty days' notice had to be published in the *London Gazette*, and information given as to where copies of the draft could be obtained. At the end of that time the draft, either amended or unamended, becomes law.

This is a reasonable safeguard to protect the interest of those for whose behoof this delegated legislation is made. But it is not unusual for Parliament to add a special post-natal safeguard. Though the regulations may take effect forthwith, Parliament has stipulated that if within a specified number of days either House takes exception to any of them and presents an address on the subject to His Majesty, then the rule or regulation may be annulled by Order in Council without prejudice to the validity of any action already taken under the legislation which is annulled. This method of Parliamentary control does not apply, however, to the regulations of the Board of Education. For Section 118 (5) of the 1921 Act says: "Any regulation made by the Board of Education for the payment of grants shall be laid before Parliament as soon as may be after they are made"—not a word about any possible annulment within a limited period. The only available

protection against departmental authority, should it be wrongly used, is therefore the power of protest that can be made to the Board's officials while the regulation is in draft form.

There is only one possible means of protection open to an authority which deems an action of the Board to be illegal—it may apply to a Court for a declaration that a purported regulation is *ultra vires* the authority delegated to the Board. But this course is available only where Parliament has clearly defined the limits for the exercise of the subordinate legislative power. There are no limits in the Board's case. It may make regulations. They must be laid before Parliament. They are subject to the unassailable interpretation of the Board itself. Under such conditions how would it be possible to move a Court to say that any regulation went beyond the powers of the Board? How would it be possible to induce a judge to over-ride an interpretation made by the Board itself? Sir Amherst Selby-Bigge, in his recent book, "The Board of Education," has a chapter on "What the Board does not do." Among these negative characters he includes the absence of "general power to interpret the Education Acts and determine questions of law." "It has, for instance," he says, "no power to decide whether educational expenditure incurred by a Local Education Authority is expenditure which it is legally competent to incur." Technically that may be true, but are there not cases all over the country where the Board has decided that expenditure proposed by a Local Authority is not such expenditure as would be recognized by the Board?

But there are matters other than grants in which the Board has been given an over-riding authority to decide disputable points. Under Section 29 of the 1921 Act, "if any question arises under this section between a local education authority and the managers of a school not provided by the authority, that question shall be determined by the Board of Education" (Sub-section 9). That has been the Board's prerogative since 1902. To illustrate how departments like the Board oust the jurisdiction of the Courts take the case of *West Suffolk County Council v. Olorenshaw* (1918, 2 K.B. 687). A question of the payment of cleaners arose. The Church School Managers paid more than the local authority would reimburse to them. They recouped themselves by withholding money they had to pay to the Council. The Council sued them—the managers counterclaimed. Here, seemingly, was a case for judicial decision. The High Court, however, decided that the question came within Section 7 (3) of the Act of 1902 [now 1921, S. 29 (9)], and must be decided by the Board.

That the Board's view of its own powers is not always approved by the Courts is shown by *Walford v. West Riding of York C.C.* (1908, 1 K.B. 685). The local authority had altered the character of a voluntary school against the wishes of the managers, from a mixed school for all classes of children to a mixed school for juniors only. The Board upheld the authority. But Channell, J., held that the Board had no power to decide that the action of L.E.A. was *intra vires*, and the question was one it had no power to decide at all. The managers were entitled to an injunction.

The cases above and others which might be referred to indicate that the Board of Education is one of those departments that Lord Hewart might have had in mind

when he spoke of growing bureaucratic pretensions, "the essence and aim of which are to withdraw more and more matters and topics from the jurisdiction of the Courts and to set them apart for purely official determination."

It would not be untrue to say that the Board of Education has gone further. It has not only affected to determine disputed questions which it has no power to determine, but it has sought to exercise the right, and successfully exercised it, of putting its own interpretation upon the words of a statute. The instances are naturally not numerous; nor are they interpretations that any large body of people would disagree with. But the point of them is this—that the Central Authority no more than the Local Authority has the right to interpret any particular words of a statute according to its own discernment or discretion. In the first case the Local Authority was given the discretion. Section 138 of the Act is one which avoids the evils, or alleged evils, of broken school terms. But the definition of the "school term" is left to the Local Authority. Section 170 (9) quite clearly states that the expression "school term" means the term as fixed by the Local Education Authority. Some local authorities, Mossley, for example, set very wide limits to their power of definition. This did not meet with the approval of the Board, and it told such authorities that such "terms" could not be recognized by it as fulfilling the purpose of the section. It is submitted that the Board has no right whatever to assume the rôle of mentor to such authorities, whose powers in the matter are as plenary as Parliamentary could possibly bestow.

The second sub-section of the same section, 138, empowers local authorities "to make regulations with the approval of the Board, providing that a child may, in such cases as are prescribed by the regulation, be refused admission to a public elementary school except at the commencement of a school term." The Board in 1919, with Circular 1123 of July 31st, issued some model regulations on exclusion, in which the commencement of a school term was defined as being "five days after its commencement!" and in the same circular the Board's views on the first sub-section were set forth. This habit of legislating by circular is even more dangerous than legislating by statutory rule, for it has not even the pretence of being legal, and the Board has made of it, during the past few years, a regular system. In adopting it they have on the whole found useful aiders and abettors in the local authorities themselves, for they have weakly surrendered their position as authorities and tamely consented to be mere agents or delegates of the one authority who has lorded it over them with a circular in one hand and a statutory rule in the other.

Marrying in Haste.

Oldham Education Committee, who have already 131 married women on their staff in the schools, decided to draw the line. Any woman teacher who married after October 6th would be called upon to resign. To escape the ban ten women teachers determined to marry before October 6th, and the weddings took place five days after the edict was issued, by special licence. They must have had special husbands, too.

COMPULSORY EDUCATION IN THE ISLE OF MAN 200 YEARS AGO.

BY D. KERMODE PARR.

Most people are accustomed to think of compulsory schooling as something only introduced fifty or sixty years in this country—a modern affair entirely. Those who have delved into the history of education have read that in one place at least in the British Isles it is altogether more ancient. Under the independent Legislature of the Isle of Man, an Act was there placed on the Statute-Book in 1704, ordering all parents to send their children to school and providing for the punishment of any who failed to comply with the law.

In the fact of legislation, then, the little island in the Irish Sea took the pioneer step a century and a half before the English Government. But until the other day, it was not known positively if the Manx Act was ever actively enforced. Many an Act reaches the Statute-Book without having any practical effects or ever being driven home when necessary in the courts. It has been supposed that with its author, Bishop Wilson, at the head of ecclesiastical affairs in the island then, and for long after, the Act must have been a reality. There was ample machinery of law, which was constantly employed to enforce requirements less important in Wilson's eyes. The man who was enthusiast enough in the cause of education to have the compulsion measure embodied in a comprehensive measure of reform legislation at such a date must have been eager to see that the children of his island diocese were actually attending the schools provided in every parish. All the same, the knowledge of Wilson's character was not actual proof that his Act was enforced.

Recently, however, a document has been discovered which definitely records a case of prosecution under the measure in question. The document is one of a mass of diocesan papers now in the Manx Museum Library. It is the record of a "Presentment" or case brought before the ecclesiastical court, which at that time was able in the Isle of Man to call on the civil power to enforce its decisions.

Among the presentments of 1704 in the parish of Marown we read:

"Presented for not sending their children to schoole according to the Act of Convocation:

"Wm. Cottier, Nich. Kewley, Wm. Kelly, James Kelly, Nich. Gilbert, Kelly, Wm. Moore and Jon. Moore.

"To reform forthwith *sub poena* 5s. apiece *ad usu Dni.*

"THOMAS CLUCAS }
"JON. CLUCAS } *Wardens.*
"JON. COTTIER }

This must be the earliest recorded instance in the British Isles of a prosecution of parents for the non-attendance of their children at school. It may be noted that the amount of penalty mentioned was no trifle. It may be roughly regarded as something like the familiar "£5 and costs" of to-day's courts. Probably it was the first presentment under the Act, which was passed by Convocation in 1703, and ratified by the Tynwald and the Earl of Derby as Lord of Man in 1704. If so, it must have been intended to demonstrate at once that

the school-attendance provision was not to be lightly disregarded.

It may be added that there is evidence to show that long before this date, every parish in the island was expected to have its "petty school"; and that there was provision for further education in a Free Grammar School and an endowment which provided a professor and certain maintenance grants for a small number of "Academick Scholars." So the Manx educational affairs at the dawn of the eighteenth century were in a flourishing and progressive state. It is sad to discover that the island later lost so much of its lead that as recently as 1847 there were many school masters there whose annual salary amounted only to about six pounds!

LETTER TO EDITOR.

A Tragedy of the Streets.

To the Editor.

SIR,—Sitting as Magistrate in the Liverpool Police Court recently, there came vividly back to my mind words I had heard only a few weeks before on the wireless from the Prince of Wales, who said he hoped soon to see the day when not a single boy or girl of this country, whether of city, town, or village, should be able to say "I have nowhere to play."

The case before us was a charge against two girls of sixteen and seventeen for "ragging" in the streets. With them in the dock would have been a boy of seventeen, but the unhappy lad had killed himself the previous evening rather than face the police court proceedings. His mother described in court the terror in which he had been before he was found hanging from a beam in a stable.

It was pointed out in the hearing of this tragic case that these girls lived in a house that was small and crowded and that they were virtually forced to use the streets as their playground.

In dismissing the charge, I said on behalf of myself and my fellow-magistrate that I did think some little latitude might be allowed to young people who lived in crowded areas such as this and had nowhere but the streets in which to spend their time.

The case illustrates to my mind most poignantly the need that exists for more playing fields, and, as a magistrate, I earnestly plead for a hearty support to the National Playing Fields movement in their effort to remove this great national blot of "nowhere to play."

Prominently, however, in my mind is the fact that "Playing Fields" will not altogether solve the difficulties which face us in a city like Liverpool, and in addition I must continue to plead for greater latitude on the part of Police Authorities in dealing with children when compelled to play in our slum areas.

I remain, your obedient servant,

(Signed) MAURICE ESCHWEGE.

26, PRESCOTT ROAD,

KNOTTY ASH, LIVERPOOL.

12th October, 1927.

EDUCATION IN GREECE.

By H. J. FELLO.

Whilst we are attempting to mark definitely the ending of primary education at eleven, the Greek Government has raised the number of years devoted to the primary course. This arose in connection with the schools provided for secondary education. These schools were divided into the "Hellenic" schools and the gymnasia. The former had a course of three years and the latter a course of four years, the complete curriculum thus lasting over a period of seven years. The "Hellenic" schools have been abolished, the gymnasia course extended to six years, and the primary course also extended by two years. At the end of the gymnasia course the student sits for an examination, the passing of which is necessary for entrance to a university and for admission to certain Government posts.

Primary education is for children between six and twelve years, and is free and compulsory. All expense is borne by the State, but the communes provide the buildings. Examinations take place twice a year, and it says much for the interest of the parents that such events are the occasion of family and communal festivals.

In high mountainous districts, mainly devoted to the grazing of cattle and populated only by shepherds and their families, the regular primary school organization is not practicable, and there exist what are known as A B C schools, staffed by a teacher who has had no regular training but is sufficiently educated to be of service to the pupils. The primary schools begin as co-educational establishments, but when the numbers warrant the school is split up into two sections.

Each step in education is self-contained and complete for those not proceeding to a higher grade, and very low fees are charged in the secondary schools and University. Private schools can be opened in any grade, but they are open to inspection, and all books used have to be approved by the Ministry. Punishment by the rod is forbidden by a decree published in 1848, but expulsion is used as a means of discipline, though there is a right of appeal.

Till the year 1925, when a university was founded at Salonica, there was but one situated at Athens. The student chooses his own lectures unless he is a member of a laboratory or seminar. British scholarship is represented at Athens by the British School of Archæology. The members of this school have been responsible for the excavations at Knossos, Crete, Melos, Sparta, and elsewhere. There are also similar institutions representing France, America, Italy, Austria, and Germany. An American School of Classical Studies is also situated at Athens.

A BOOK OF RUSKIN: edited by E. M. Hewetson. (T. Nelson and Sons. 1s. 9d.)

We most cordially recommend this little book. It is the best school introduction to Ruskin that we have yet seen—and is, moreover, equally suitable for senior scholars and for those adults whose acquaintance with this writer is slight. Both classes will undoubtedly read this volume with much pleasure and profit and ask for more. The illustrative and explanatory matter is extremely well put, and the choice and arrangement of the extracts could not well be bettered. All school librarians should beg, borrow, or buy a copy without delay.

LETTER TO EDITOR.

Tempting "Options"—A Warning.

SIR,—Professional women are to-day being deluged with invitations to join get-rich-quick schemes. As many of them (like myself) have little knowledge of this kind of finance, I believe that a brief account of my personal experience with "options" might be of service to others.

Being curious to get to the bottom of these schemes, I decided to risk some small sum of money and observe the results.

My experience was that in the first place it was almost impossible not to be drawn into a risk greater than that intended, and that secondly a profit on paper is a mere delusion. May I summarize the main pit-falls:

(1) The "margin" suggested in the advertisement was far too small to allow for temporary fluctuations in the market prices, e.g., having "opened" on a 1s. margin I was very soon told that the firm had found it necessary to cover my holding by increasing the margin to 2s. Consequently, without any action on my part, my risk had been doubled.

(2) It later appeared that in the "opening and closing" of options, I was incurring heavy expenses of which there was no mention in the circular. Thus I was led to risk in further deals a sum which I believed to be on the books as profit, when really only three-fifths of the sum was to my credit, two-fifths having gone in expenses. Thus quite unwillingly, I was hazarding a sum of money much in advance of my original intention.

(3) When the stock rose to the figure mentioned in my instructions, the advertisers did not close the option and send me the profit, as promised. I managed to get a sum (not equal to my original outlay) sent "on account"; but it was only after writing repeatedly and ultimately threatening legal action, that I obtained a statement of my full account.

Of the details of this document it would be tedious to speak. In brief—options were not closed on original instructions, and where there were losses greater than the margin, I was made to bear them, where there were profits, these were not credited to me; also, I was only then made aware of the aggregation of unexpected expenses, mentioned above, which were deducted from the profits and added to the losses, with the result that what I had believed to be a considerable profit on the full transaction appeared in their balance as an actual loss.

Heads they win—tails I lose!

A DAUGHTER OF EVE.

HOW TO KNOW BRITISH TREES: by W. H. Gurney. (James Brown and Son (Glasgow), Ltd. 1s. net.)

This is a useful little volume for those who wish to be able to identify the various species of trees found in the British Isles. In itself, perhaps, a mere knowledge of the names of the different kinds of trees is rather useless. But it seems that every human being must pass through what might be termed a "collecting phase." Boys and girls often have a passion for collecting and this passion may persist. It is better that the collecting habit should lead to a more intelligent study of the things collected, which, of course, often is the case. That is the fault we have to find with this book: the reader is not made aware of the very close connection which exists between the district and the kinds of trees to be found there. As a book of reference, it is useful. The work is illustrated by means of line diagrams and is published for the use of Boy Scouts. J.R.

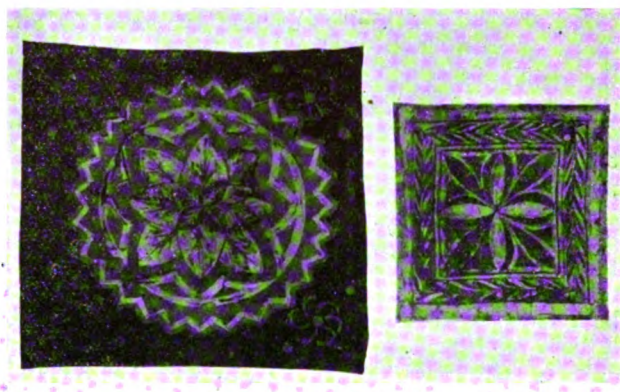
SCHOOLCRAFT.

A SCHOOL CRAFT—BATIK.

BY CHARLES R. LEVISON.

Batik, the ancient craft of Java in particular and the Orient in general, is a method of drawing or painting with wax upon a fabric, after which the material is dyed and the wax removed. The wax, acting as a resist, preserves the design in the original colour of the material whilst the background has received the stain into which

A useful alternative method is to wax a line completely round units of the design, and to apply dye to these units with a brush. These coloured portions are then waxed on both sides and the material dipped to dye the background. This method, of course, results



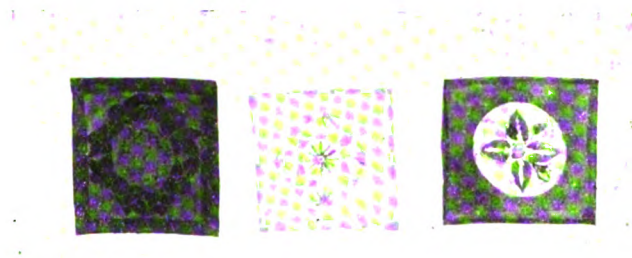
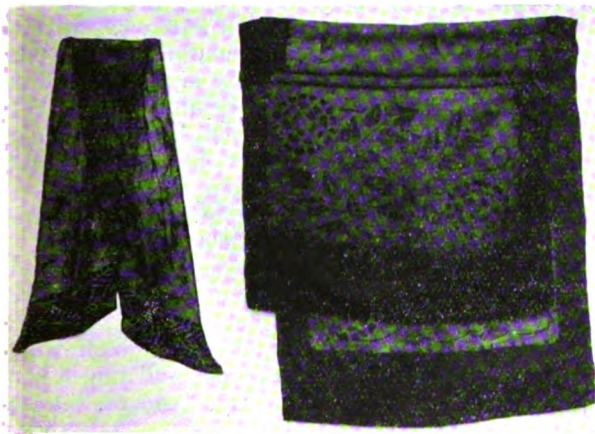
the material was dipped. To protect the design adequately, both sides of the material should be waxed.

The original Javanese method involves waxing most of the fabric, leaving exposed only the parts which are to be dyed the darkest colour. After this dipping in dye the wax is removed and re-waxed, leaving other parts exposed. The process is very laborious, since the wax is removed and replaced for every colour used.

The modern method is to dye the lightest colour first over the whole material. Then wax the portions which are to remain this colour, and dip in the next lightest dye. Further waxing follows to preserve portions of

in a white line round each unit of design where the wax was applied, and the design must be planned with that in view.

Paraffin wax, which is much cheaper than the special preparations sold for the purpose, gives a very satisfactory result; beeswax mixed with resin is sometimes preferred on account of its comparatively high melting point. The Javanese apply the wax by heating it in a small vessel which has one or two small spouts through which the wax runs, tracing a line or parallel lines as the case may be, but for school purposes a brush is an adequate substitute. The wax is kept melted by a small spirit burner, but if the wax shows a tendency to boil a water bath (on the principle of a glue kettle) should be used.



the second colour and to repair the resist over the first colour. The process is continued as long as desired, the final dye being the darkest. It should be noted that as each successive dye is applied over the preceding ones the effect of these on subsequent dyes must be allowed for.

The dyes used are very concentrated, and can be diluted with water to any desired shade. This, however, does not apply to black, which should not only be used undiluted but should be warmed if a really intense black is desired. Batik dyes in 8d. bottles are supplied by Winsor and Newton.

Whilst Batik is interesting and a useful change of work, it should not be encouraged to excess as a school craft,

because it encourages the bad habit of expecting accidental effects. One of the characteristic features of Batik is the "crackle." Before the final dyeing the wax coated fabric is cracked either regularly or irregularly. This allows the next colour to enter the cracks and produce intriguing, often beautiful, but rather incalculable effects. If a regular "crackle" is desired, cotton threads should be tacked through the material before any waxing is done, their position being such that when subsequently drawn tight they will crack the wax where desired. The Javanese craftsmen never forced the "crackle;" with them it was always incidental.

When the work is dry the wax is removed. Some peels off easily by rubbing between the fingers, and the remainder is absorbed by brown paper (or newspaper) over which a hot iron is passed. If the material still feels stiff, indicating that some wax still remains, this small quantity can be removed by rinsing in methylated spirit.

If the molten wax is applied to material resting on a drawing board it tends to adhere when cool, and is apt to break when pulled away. Any such breaks should be repaired before dyeing, or, better still, the difficulty can be avoided by mounting the material in a frame so that it does not touch any surface whilst being waxed.

It is sometimes desired to graduate the depth of colour on a piece of material—e.g., to dye the ends of a scarf a deeper shade than the middle. To do this, arrange a fairly deep dish of dye, and having damped the scarf, hold it by the middle so that both ends dip a short way into the dye. After a few moments lower the scarf a little so that more of it is in the dye. Repeat this until the graduation of colour reaches as far as desired. The effect of this is that the ends of the scarf have been soaking up colour for, say, twenty-five minutes whilst other parts have been in the dye for twenty, fifteen, ten, five, and two minutes respectively.

Any woven fabric is suitable for Batik dyeing, though fine materials like silk and crêpe de chine are easiest to begin with. But the process lends itself well to the decoration of wood. The wax resist is applied and stain rubbed over the surface. The wax is then removed by scraping, the whole surface cleaned with methylated spirit and varnished or polished. To decorate leather or paper the best method is to damp them and paste to a sheet of glass, after which they should be treated in the same way as wood.

A Coming History Exhibition.

Goldsmith's College, New Cross, with the co-operation of the S.E. London Branch of the Historical Association, and, it is hoped, of the S.E. London schools, too, have decided to hold in the Great Hall an exhibition of books, pictures, and apparatus, in connection with history teaching. A handbook of practical aids for teachers of history will be published, which will give lists of recommended books, typical syllabuses, a catalogue of illustrative material, and suggestions as to sources for the study of local history. To make the exhibition and handbook as useful as possible, schools in the district are invited to send exhibits. Further information may be obtained from the Organizing Secretary at the College.

HOW DID YOU LEARN TO READ?

BY JOHN HOLDEN.

Ask this question at any gathering of adults, particularly if any schoolmasters are present.

Most of us who passed through the ordinary elementary infant schools of twenty years ago recall a dingy schoolroom on whose walls a few soiled alphabet and reading charts were hanging.

The only other form of decoration was probably a dark and ancient picture of a coal mine with a few miners sprawled here and there, busy at work; one or two decrepit Biblical pictures, and a modulator.

Few will recall much more from the storehouse of memory. The actual process of learning our letters and acquiring a vocabulary eludes most of us.

Indeed, so shadowy is the past that even when children are attempting in our presence to master their letters a glimpse of this truly great achievement is denied us.

Recently, I listened to a little fellow not yet six, reading with fluency a paragraph containing such words as "zoological" and "hippopotamus." At five, when he commenced school, he could not distinguish a letter, but after nine months in an ordinary infant school, in which he was classified as a "good average," he was reading words that a generation ago were reserved for the "ten-year-olds."

All the paraphernalia of modern educational method in grappling with the beginnings of mind is wrapped up in this so-called ordinary event. Your present-day infant teacher appears almost literally to create unexpected capacity within six months.

Wireless telephony is less wonderful than the flying start which the child of to-day gets on the road of knowledge. The sounds that could not be made at five come trippingly off the tongue at five and a half.

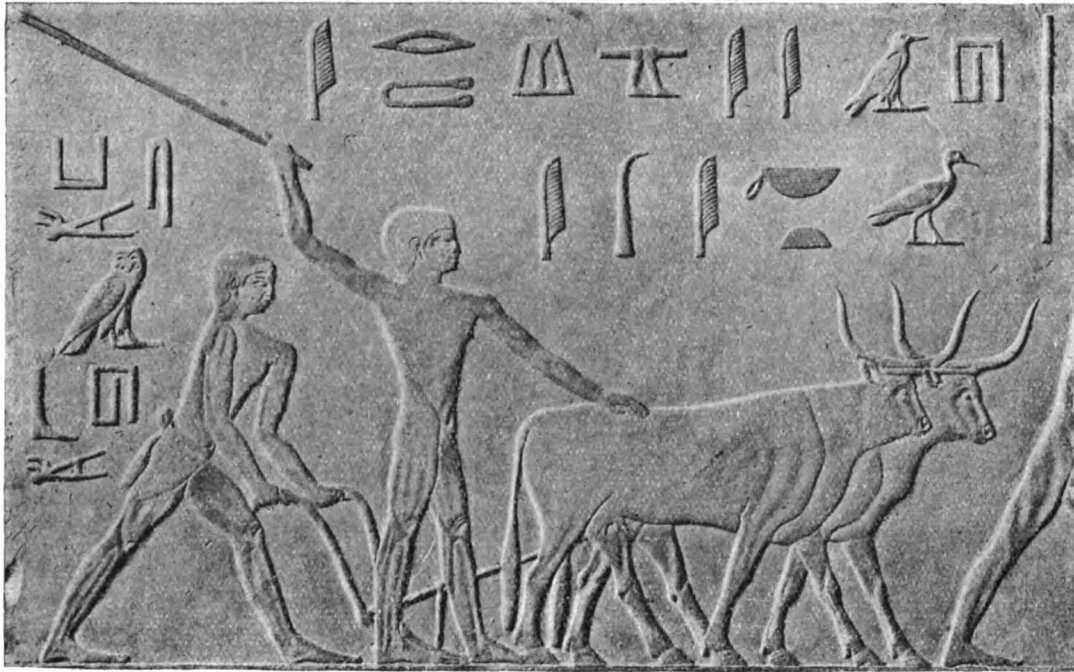
An old order is yielding place to new. The alphabet and syllable charts have gone and in their place reign the pretty pictures and script writing of the "phonic" and the "look and say" methods. A new spirit is at work in the babies' room, where busy little fingers are endeavouring to match letter with letter, or word with word, and hissing, breathing, or mouthing as they do so in an effort to tell teacher what the letter or word says.

The schoolroom has changed with the method. Where on the wall the coal miners delved, bright fairies now skip; and the dull reading charts have given place to bright and beautiful friezes, often the teacher's own work. Only the Biblical scenes, eloquent of the enduring educational value of the great Book, remain.

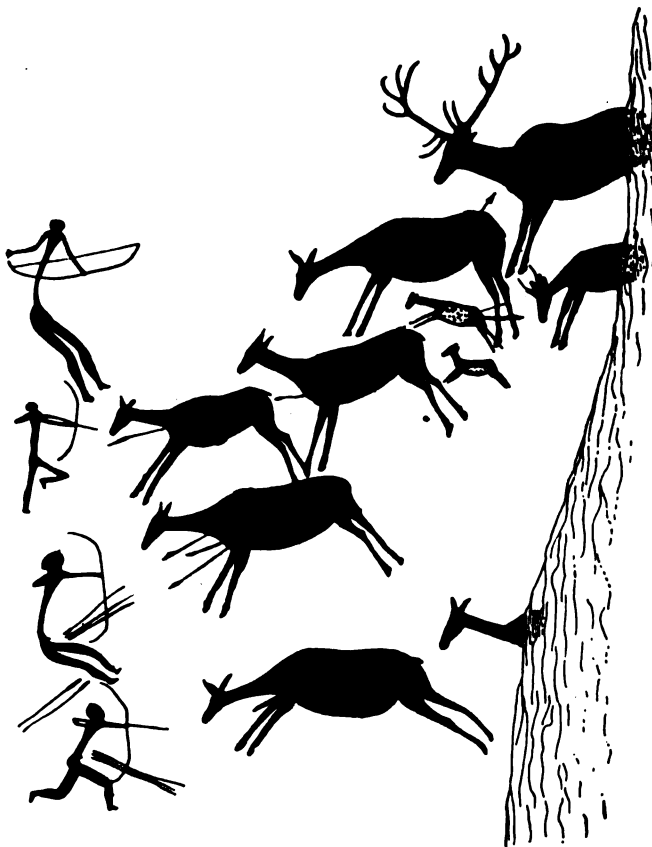
Perhaps the most noteworthy and most overlooked fact in this transfiguration is that it is purely British in its conception. Kindergarten methods, with their attendant German apparatus, disappeared during the war. A new way had to be found, and the new way is a better way and a British way. And the honour is wholly the teacher's.

THE FARM: by Foster Meadow. (T. Nelson and Sons. 10d.)

A sound and very interesting reader for young children, which we might re-label as "Nature Study on the Farm," using the school term "nature study" in a somewhat wider sense than is ordinarily accepted. Whether a child be town or country bred, we cannot conceive him (or her) as not enjoying this excellent little volume.



Egyptian Peasants Ploughing.



The Deer Drive.



A Gatherer of Wild Honey.

These pictures are taken from "Footprints of Early Man," by permission of the publishers, MESSRS. BLACKIE AND CO. See review on another page.

AN OLD GEOGRAPHY BOOK.

BY R. W. PAGE.

In 1802 was published "Geography for Children, or a short and easy method of teaching and learning geography, whereby even children may in a short time know the use of the terrestrial globes and geographical maps." The text is preceded by "A method of learning geography without a master, for the use of such grown persons as have neglected this useful study in their youth." The children for whom the book was written were presumably girls, for in his preface the author says that "Young ladies may in two months' time be instructed in the rudiments of geography, and be able to give a pertinent answer to a question that they would blush if they were unable to resolve." Such remarks indicate the archaic character of the book, for nowadays young ladies do not blush. Other minor marks of antiquity are the liberal use of capitals, the catch-words, the long s, the spelling of the possessive "its" with an apostrophe, and the orthography of such words as "aestuary."

The book is divided into lessons "in the form of question and answer," and the intention is that the answers should be learned by heart. "Children generally possess more memory than judgment; the latter should be improved by the former; to effect which is the principal aim of the present epitome." It is absolutely necessary, the author adds, for children to commit the lessons to memory. Some of the questions are leading ones, "for the memories of children are assisted by intelligible and short questions which often suggest proper answers." But many are intimidating; one on France is: "Which are the twenty northern departments of France with their chief towns?"

The writer is very sound on two points. "Who ever desires to learn geography must be provided with a set of maps, and after reading over each lesson, should be very exact in finding out in the map the several places mentioned in the lessons." The injunction must be reiterated nowadays, for in learning geography most boys will do anything rather than study their atlases.

The writer also insists on recapitulation. "It is very convenient to set a day apart for the rehearsal of the foregoing lessons, and to do the same after every sixth lesson."

The lessons begin with a definition of geography that is remarkable for its omissions. "Geography is a description of the earth, or known habitable world, together with all its parts, limits, situations, and other things relating thereto." Accordingly in the lesson on Europe there is not a word about its general relief or its climate. Yet the author realizes that geography is more than topography, and therefore gives instruction on religion, patriotism, politics, history, and ethnology. "Asia," for instance, "is where the first man was created. It is also the most illustrious part, because our Saviour was born there, and wrought in it the mystery of our redemption." On the other hand, "Europe is the most renowned part of the world for the politeness of its manners, the policy of its governments, and the wisdom of its various laws." History, civil and ecclesiastical, is prominent, and the first lesson on the British Isles is almost wholly concerned

with their history. One question is: Name the twenty-one suffragans of Canterbury.

When he touches on ethnology the author writes with vivacity. "The English are neither phlegmatic nor volatile, but sedate, steady, and persevering; prone to arts and arms." But the Welsh "are much inclined to a choleric temper, and value themselves extravagantly on their pedigrees and families." "The Irish are commonly well made, strong, haughty of spirit, careless of their lives, constant in love, light of belief, and greedy of glory." The Russians he characterizes as rude, deceitful, and very ignorant; while the Polish ladies are very submissive to their husbands, and ask upon the knee for everything they want.

A very interesting part of the text is the remarks on the "new" countries. In the lesson on the divisions of the world no mention is made of Australia, but later in the book it is included among the islands of Asia. There it is called New Holland, though the author says that many of the German geographers reckon it a fifth quarter of the globe, and give it the name of Australasia. The whole continent is dealt with in nine lines. Africa is one of the four grand divisions of the world, and is divided into fifteen great parts: ten on the north, and five on the south. North of the equator are Biledig-gerid, Saara or the Desert, Nigritia or Negroland; and south of the equator are Caffraria, the Hottentot country, Monomotapa, Monomugi, and Zanguebar. Nigritia has as its chief town Tombuctoo, and the river Niger runs through the country, and, before it falls into the ocean, parts itself into two streams, the most northerly being Senegal. Guinea is considerable for a great trade in gold and elephants' teeth.

The information about America is singular. Among the parts of North America that belong to England is the country about Hudson's Bay, called New South Wales and New Britain, and the extensive province of Canada or Quebec. In the Arctic regions are large white bears, some six feet high; beside whales, there are dog fish and unicorns, the latter of which fight the whales with their horns, and the natives point their darts and arrows with this horn made sharp.

At the end of the book is a map of the world in hemispheres "engrav'd for geography for children." As in most modern text books, the spelling of place-names on the map differs from the spelling in the text. The desert of Africa is variously Sarrah, Saara, and Zaara. New South Wales round Hudson Bay becomes simply New Wales. Zanguebar of the text is Zinjibar on the map.

The map of Australia is merely an outline called New Holland, while the whole of the east coast is shown as New South Wales. "Van Dimans Land" is part of the continent. The greater portion of North America is marked "Parts Undiscovered." Central America, stretching from Louisiana to the "Bay of Panaina," is called New Spain, while the northern part of South America is Terra Firma.

Such a book impresses the reader with a realization of the enormous progress geography has made from a collection of names and a leavening of old wives' tales to a scientific study of the world as the home of man.

CIVICS THROUGH HISTORY.

By D. M. ASLING.

To most history teachers to-day it is a truism that the present is as much their province as the past—their problem is how to deal with it. Some solve the question by treating Civics “intensively,” as a separate branch of history, making a “course” by itself. This method has the advantage of compactness, but it lacks the lively human interest which is gained by associating such institutions as the “County Council,” the “Assizes,” or the “Fire Brigade” more definitely with the past events and persons whence they have sprung. At the same time the ideas we classify under the heading of Civics, belonging as they do to the sphere of our communal life to-day, do interest young people, provided that the presentation is not monotonous. Moreover, the figures of the policeman, the postman, and the lamplighter appeal at once to many children for whom the wider and more remote aspects of history are not attractive or intelligible. I remember a child I once taught, of intelligence distinctly below the average, who could produce nothing beyond her name on a blank sheet of paper when confronted with examination on most subjects, but who once delivered herself of the following profound aphorism on “Taxation”:

“Taxes is money what you pay the Government. It is always too much!”

I believe, however, that the “water-tight compartment” is a mistake, and that the more excellent way is to weave Civics into the fabric of general history, using ideas and events of the past as “jumping-off” grounds from which we can reach many present realities. Thus, during the study of the Saxon period the Hundred and Shire Courts will lead us to the modern County Council; from the fortified “burgh” of Alfred and the mediæval borough of Edward I we reach the modern borough town with its Mayor and Town Council. The

plan of a mediæval township with its four cross roads, its church, its North, South, East, and West Gates, its walls and ditch, will suggest a comparison with the modern garden city and other schemes of town-planning. The Model Parliament of 1295 introduces us to the parliamentary system of the present day. The whole subject of taxation can be dealt with in a lesson based on the mediævals, “aids,” “reliefs,” and “fifteenths” disputed by kings and barons, or on the financial quarrels of the later seventeenth century, comparing the modern Civil List with the sources of revenue possessed by the mediæval ruler, who was supposed to “live of his own,” but hardly ever did so. The “High Court of Justice” can be reached via the “Curia Regis” and “Exchequer” of Henry I, and the “itinerant” justice which issued finally in the modern assize.

The sixteenth century provides more starting points. The Renaissance marks the beginning of the library, museum, and art collection. The Poor Law of 1601 points us to an ever-growing problem, with which the present generation is only too painfully familiar.

The chief drawback of the scheme outlined above is that subjects dealt with earlier in the course become forgotten later. This can be remedied by frequent revision and also at intervals by some distinctive individual work done by the pupils which will renew their interest.

Such a plan, connecting Civics with local history, was put into practice recently in a girls’ secondary school. Each pupil, from the ages of thirteen to seventeen, was asked to get up some topic in connection either with public affairs or the history of the town. The work, much of which could be done out of doors, was undertaken in the summer holidays, and the results were written or drawn on good-sized sheets of cartridge

HISTORY AND CIVICS.

A.D. 600	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	CIVICS.
SAXON TIMES.				MEDIÆVAL TIMES.				TUDOR.	STUART.	HANOVER.	VICTORIAN AND AFTER.			
Laws of the Anglo-Saxons													} Kingship. Citizenship. Parish & Diocese. Places of Worship. County Councils.	
St. Augustine. Theodore of Tarsus														
The Hundred and Shire Courts														
“Boroughs” of Alfred and his successors													} Borough Councils Board of Education, Schools, and Universities. Courts of Justice. Assizes. Streets. Roads. Parliament. Taxation. The Cabinet, Commons & Parks Garden Cities and Town Planning. Markets. Museums, etc. The Poor Law. The Army. National Debt. The Navy. Railways. Swimming Baths. Water Supply. Milk Supply. Hospitals.	
Mediæval Boroughs														
Monastic Schools													} Education Acts.	
Universities														
Grammar Schools													} Endowed Schools	
Endowed Schools														
Education Acts													} Courts of Justice. Assizes. Streets. Roads. Parliament. Taxation. The Cabinet, Commons & Parks Garden Cities and Town Planning. Markets. Museums, etc. The Poor Law. The Army. National Debt. The Navy. Railways. Swimming Baths. Water Supply. Milk Supply. Hospitals.	
Star Chamber														
Pack-horse Roads													} Coach Roads, Macadam Turnpikes.	
Coach Roads, Macadam Turnpikes														
Model Parliament of 1295													} The Civil List	
Taxation under Edw. I														
Benevolences													} Walpole	
Customs														
The King's Great Council													} The Privy Council	
The Privy Council														
Common Land under Manorial System													} Enclosures	
Enclosures														
The Mediæval Town													} The New Industrial Town	
The New Industrial Town														
Fairs and Markets													} The Renaissance	
The Renaissance														
Poor Law of 1601													} Act of 1795. Act of 1834	
Act of 1795. Act of 1834														
National Standing Army													} National Debt.	
National Debt														
Nelson and the Navy													} The Navy.	
The Navy														
First Railway													} Railways.	
Railways														
Public Health Act													} Swimming Baths. Water Supply. Milk Supply. Hospitals.	
Swimming Baths, Water Supply, Milk Supply, Hospitals.														

paper, in placard form, so that when all the contributions were collected there should be a "gallery" of exhibits which everyone could view at a glance.

The girls were allowed to choose their subject from a list, each making herself responsible for one or more "poster." At the beginning of the next term the posters were exhibited in the school assembly hall, the rest of the school and all parents being invited to see the collection.

The advantage of "poster" work on this occasion over the note-book form of reproduction was easily seen. The posters, executed in bold script writing, and nearly all illustrated by postcards or original drawings, were read by everyone in a short time, and the pupils were able to get in this way an idea of the mass work undertaken, each benefiting by the research of her fellow workers.

The subjects set were mainly those named on the right hand side of the accompanying plan. A book that was found of great suggestive value in arranging the scheme was Miss Helen Madeley's "Citizen's Handbook" (published by Messrs. Blackwell, Oxford).

BOOKS WITHIN BOOKS: Edited by Richard Wilson, D.Litt. Pp. 128. (Nelson. 1s. each.) Gerard and Margaret. The Defence of Ely. Dotheboys Hall. Tourney and Siege. Amyas and Ayacanora. The Wellers.

These delightful books are no mere abridgments of the old and tried friends of our youth, but are complete stories in themselves.

We are persuaded that the modest hope of the editor will be duly fulfilled and that his readers, young, middle-aged, and old alike, will be tempted, after perusal, to read the originals again from cover to cover—and not only once! We envy all young people who are reading them for the first time, and advise all teachers to requisition them without delay. As an additional inducement they are well produced, stoutly bound, and remarkably cheap. J.W.B.A.

THE CORNER OF HARLEY STREET: by H. H. Bashford. (Constable and Co., Ltd.)

The copy of this book in our hands is stated to be "the twelfth impression." It seems somewhat unusual to criticize a book which appears already to have received the public approval. The book consists of a succession of letters purporting to be addressed to certain individuals on topics of primary interest either to the writer or the individual addressed, but which are also of more general application. The letters are written in a familiar style and deal with the various subjects in a kindly, half-humorous way. The book is well worth a repeated perusal, and though usually an epistolary style might militate against the success of a book, it is in some ways very suitable to the purpose of the writer.

We heartily endorse the public approval of the book. R.L.G.

EVERYDAY SENTENCES IN SPOKEN ENGLISH: by Harold E. Palmer and F. G. Blandford. (W. Heffer and Sons, Ltd. 3s. 6d.)

This book is intended for the use of the foreign student learning English. It provides him with a large number of phrases and sentences which he is bound to hear frequently and which he will be all the better able to use by seeing them printed in phonetic script. It is, no doubt, through the ear that one learns "spoken language," but the examples in the present volume will certainly help the ear to do its work more readily, and, by providing a phonetic transcription of sentences heard, will enable the foreign student to fix these sentences clearly in his mind and to use them in speech. We think that foreign students will find the book extremely helpful and English students would probably improve their pronunciation and intonation by a careful study of the examples given. P.M.G.

LEGAL NOTES.

The President of the Board of Education thinks that the Board is in a better position to weigh the gravity of facts proved in a court of law than any tribunal that is not, as he is, "responsible for the good conduct of the schools concerned." That argument is not nearly so cogent as plausible. For even assuming that all cases of the withdrawal of the certificate were grounded on facts proved in a court of law, surely a "Board" is in no better position to judge the significance of those facts than the teacher's immediate employers. The mere fact of the original grant by the Board of a certificate of ability to teach provides no argument that the Board must be the best judge as to cancelling it. That it has, as the result of examinations carried out by themselves or their predecessors, granted these certificates in the past is a mere accident of educational history. And there is no more reason for the Board's banning a man from gaining his livelihood because he works in an elementary school than there is for the Board usurping the powers of a university and depriving a man of his degree and gaining his livelihood in a secondary school.

Is the Board the only Authority?

No, the argument about being in a better position to judge the significance of facts which may have nothing whatever to do with the pedagogue's ability cannot be supported by an obsolescent power to grant, and an archaic right to withdraw, a certificate as if it were a mere licence. In words, the President does not base it on that ground, but it comes to the same thing when he says he is "responsible for the good conduct of the schools concerned." That might have been true twenty-five years ago, but he seems to overlook the fact that there are in this country 318 other authorities whose rights and responsibilities are as plenary and ample within their limits as those of the Board. They are not mere delegates of the central authority.

The Solicitor's Case.

The cancelling of a certificate has the same result for a teacher as striking the name off the Solicitors' Roll has for a solicitor. But before the Law Society takes such a step the case is heard by a committee constituted under the Act of 1888 according to rules made under the authority of the Solicitors Act of 1919. An appeal still lies to the High Court from any order the committee may make. There is no room for arbitrariness, or very little, where definite rules are laid down beforehand. Where, however, a decision is to rest on the sole judgment of a Government Minister, and a judgment is founded on no rules or regulations concerning its exercise, the danger of arbitrariness is great. It is not only necessary, as has been said, that justice be done, but that it should seem to be done, and the present system, despite the alleged right of an aggrieved person to appeal to the Board for a hearing, certainly falls short of that test.

Professor Ernest Barker, Litt.D. (Oxford). Principal of King's College, London, and now Professor of Political Science at Cambridge, has been elected to a professional Fellowship at Peterhouse.

INVIGILATING.

By W. C. BUNCHEE.

Life, as it runs its course, brings us many painful tasks and many irksome duties. But perhaps the dreariest job that any man can be given is that of acting as an invigilator at an examination. The warder who guards a prisoner under sentence of death has, by comparison, a cheerful occupation, and a lighthouse-keeper's profession is also, by comparison, thrilling and romantic. A man who deliberately chooses to be an invigilator belongs, without doubt, to the same human category as that to which, according to the elder Mr. Weller, turnpike-keepers used to belong. It is, while it lasts, a solitary life, and it affords an opportunity for taking revenge on mankind. As no one would be appointed an invigilator unless he were reputed a gentleman, it is evident that an invigilator must be a misanthrope.

Occasionally, however, the invigilator is a philanthropist who undertakes this wearisome work to save some fellow-creatures from suffering, or he is the unfortunate member of a staff to whom this task, to his great abhorrence, is allotted. In either case it is a call to heroic endurance.

The silence in the examination room (broken only by the scratching of pens or the inane questions of feeble-minded candidates) is simply appalling. It becomes at last almost too terrible to bear, and you are consumed with a desire to break it with a shriek or a shout. Walking about the room would keep you warm and keep you awake and would help to let off some of the steam that is threatening to cause an explosion. But you know it would exasperate the examinees and perhaps bring you humiliation by making one of the bolder spirits among them ask you to be good enough to sit down. So you endure in silence and stillness, wishing that the time which races for the candidates did not drag for you.

Yet there is a certain possibility of amusement even in the boresome task of invigilating. You can, if you are not too conscientiously humane, watch with a kind of diabolical humour the perplexity and mental anguish of those who are struggling to evolve out of their inner consciousness (as German philosophers would say) answers which they cannot give from knowledge and memory. You can speculate as you look from one to another how many of the questions are giving pleasure because they were expected and prepared for, and how many are causing confusion and vexation of spirit because they were not anticipated or dealt with ground that the unfortunate students have not covered. It is something like the interest felt by the ancient Romans as they watched a gladiatorial combat or a wild beast entertainment in the amphitheatre.

If you are too tender-hearted to enjoy the sorrowful spectacle in front of you, at least you gain a real and deep pleasure from reflecting that you are not yourself condemned to undergo the examination. Recollections of other days fill your mind; you remember the time when others watched your struggles to satisfy examiners and you rejoice that the situation is now reversed. All the sensations of youth come back, you live over your experiences again. You recall how you never felt so little inclined for exertion as at the beginning

of an examination. During the first half hour indolence ruled your soul, mixed, perhaps, with bitterness against the man who set the questions. Then realizing that no escape was possible you began to bestir yourself; interest was roused as you saw that the paper gave you an opportunity of displaying some of your hard-won knowledge; and, finally, as the clock moved quickly and alarmingly on, inactivity was cast aside and you made a mad rush to answer the questions and win, if not a prize, at least a race against time.

It is a great problem for an invigilator how to occupy himself during his weary hours of watching. If you are beguiled or forced into this task, remember the White Knight, and go well supplied; take at least six books and half a dozen other things "in case you need them." It is quite useless to decide that you will do one thing and one thing alone. You won't. You are absolutely certain to pass from one mood to another, and your most virtuous resolutions, made beforehand, will not be carried out. You may decide before you leave home that you will work hard at some deep study, but you will find that you cannot apply yourself to it. Or you think that you will write letters—but that will prove equally impossible, because it needs exertion; the very sight of others at work will dispose you to take things easy. You will probably end by reading a novel—you had better begin by doing it, for you will be fit for nothing else.

Smoking would be regarded as undignified and out of place. But this is merely an absurd prejudice. It would keep you awake and make you thoughtful and add wonderfully to your watchfulness. It would also have the healthy effect of counteracting the carbonic acid gas breathed out by the candidates. There is only one valid argument against it—it would be an act of cruelty to candidates who are longing to smoke themselves.

The lot of the invigilator is hard, but as he bears it with what fortitude he can summon to his aid, he begins to meditate on human nature and on human depravity; his mind is directed to the economics of honesty and he reflects that if only virtue in man were perfect he would not be needed, and his occupation, like Othello's, would be gone. He wishes this noble ideal could be realized, but the wish does not become father to the thought, and a sense of duty makes him keep his eyes wide open. Human nature is before him and he is set there to watch it.

IN SPACIOUS TIMES: by Sir H. Imbert Terry. (Ernest Benn, Ltd. 7s. 6d.)

Hoping to gain renown whereby he may become reinstated in the favour of a lady, Edward Raynor enlists for service against Spain. Narrowly escaping the Inquisition, he returns to England to find further trouble and adventure in the service of the Crown. The author has told his story in an able manner, betraying a sound knowledge of the social history of the sixteenth century. I feel certain that Grimwood, the lurking hawk, is none other than John Parsons of evil fame. The Elizabethan atmosphere is preserved throughout, and the story will be enjoyed by all who like a good adventure tale. H.C.

THE NATIONAL UNION OF TEACHERS.

BY A CORRESPONDENT.

Constitution of the Executive—Proposed Addition.

At its October meeting the Executive adopted a motion—to be placed before the Annual Conference next Easter—which may ultimately lead to a big change in the constitution of the Union. The possibility of such ultimate change is indicated in the first part of the motion; it runs: "That members of the Union engaged in secondary and technical schools and in institutions subject to higher education grants and regulations should be directly represented on the Executive." At present, however, the Executive is only proposing a small change.

Its plan for the application of the new principle embodied in the motion is that the number of members forming the Executive as at present constituted shall be increased by two, who shall be engaged in higher education work and be elected—on a "national" basis—by the vote of members of the Union engaged in that work. The election of the existing Executive is conducted on an "electoral area" basis, and it is not proposed to alter that method for the thirty-six ordinary representatives. Election on an "electoral area" basis is not possible in the case of the proposed additional members, as only two are to be elected, and the number of electoral areas is eleven.

Carmarthenshire Salaries.

At the recent meeting of the Burnham Committee the case of the Carmarthenshire teachers was specially considered and a step in the direction of settlement was taken. The President of the Board of Education agreed to summon an "unfettered conference" of representatives of the Local Education Authority and representatives of the N.U.T. (including local teachers). Invitations to attend such a conference have been given and accepted and the conference (summoned for 21st October) will have taken place before these notes appear. The Executive itself will be represented by Mr. F. Mander (President), Mr. Dan Edwards (member in charge of the case), Mr. Owen Papineau (Chairman of the Salaries Committee), and Mr. F. Goldstone (General Secretary). The Executive is anxious that a peaceful way out of the present deadlock may be found.

Grading.

The important question of "Grading" was also before the Burnham Committee at its last meeting, and it was agreed to consider the whole question at an early date. It is recognized by all concerned that a pronouncement must be made before 31st March next. London is specially concerned in this matter. The triennial re-grading of the London schools is due to take effect as from 1st April, 1928, and unless definite action is taken before then, a large number of head teachers in the London area will inevitably suffer a reduction of salary because of the "down-grading" of their schools. Under existing conditions "down-grading" follows automatically when the average attendance of the school drops below a fixed number. Average attendance, however, is beyond the control of the head teacher. It depends on many causes, such as infectious disease, migration, the birth-rate, etc. At

present its tendency is downward, and it is natural that head teachers as a body are perturbed. They think the tendency should be recognized and that some alteration should be made in the Report of the Standing Joint Committee. The Executive of the Union is endeavouring to secure a measure of stabilization covering the currency of Lord Burnham's award.

A Representative Conference.

The conference at the Kingsway Hall, to which I referred last month, was a great success. There was a large attendance. Delegates to the number of 1,014 had been appointed and, with few exceptions, were present at both sessions of the conference. The N.U.T. (in co-operation with the W.E.A.) has thus again demonstrated its concern in matters outside the bare material welfare of its own members. It was a conference of many interests—the Local Authorities, the Trade Unions, the Teachers, and the Workers' Educational Association.

Sir Henry Hadow had a fine opportunity to gather the extent of his backing by educationists generally. Members of the Executive of the Union, although present in force, took little part in the discussions. Anxious to hear the opinions of others they were content that the Union's attitude should be explained (so far as already defined) by the President and the Vice-President. Unfortunately, Alderman Conway, who had been announced as a speaker, was not able to attend. Speeches of outstanding merit were made by Professor Percy Nunn, Sir Percy Jackson, Mr. Tawney, and Mr. F. Mander (President N.U.T.). Sir Ernest Gray also did splendid service as chairman of the public meeting held on the eve of the conference.

International Federation.

The General Secretary of the Union attended a meeting of the Executive Committee of the International Federation of Teachers' Associations, held in Paris on 26th and 27th September. He represents the Union on that committee and has been asked to write a memorandum on "How the Federation can be associated with the World Federation of Education Associations." The question of the Training of Teachers and the methods employed in the various countries represented are to be discussed at the next full meeting, which is to be held in Berlin.

The Tenure Committee reported to the October Executive on nearly one hundred cases which had been specially dealt with since the last meeting of the Executive. Each case had been personally investigated either by a member of the Executive or a permanent official of the Union, and almost all had been satisfactorily settled. This branch of the Union's work is under the supervision of Mr. Chubb, the Chairman of the Committee, and is most efficiently performed. Mr. Chubb can always rely on the Union's solicitor, Mr. Floyd, for sound legal advice when that is necessary.

The Executive has decided to co-operate with the Federation of British Industries in the production of a catalogue of educational and feature films suitable for exhibition to children.

BLUE BOOK SUMMARY.

History Teaching in London Elementary Schools.

The Board of Education issued last month a general Report on the Teaching of History in London Elementary Schools, prepared under the supervision of Mr. H. J. R. Murray, Divisional Inspector for the Metropolitan Division and based on a series of inspections made in 1926. The enquiry was intended to discover, first, the present position of history teaching in the ordinary London school (central schools were excluded) and what acquaintance the average London child has with history at the end of his school career; and secondly, what influence the London County Council's "Report of a Conference on the Teaching of History" (reissued in 1923) has had on history teaching in London. The result of this enquiry is some rather severe criticism on teachers, syllabuses, and methods, but it cannot be claimed that the criticism is not justified.

There were forty-one schools visited for the purpose, and in each the arrangements for teaching history were reviewed on the lines laid down in the questionnaire printed in an appendix to the report. The higher classes were tested on paper with a view to decide nothing more than the degree of knowledge of historical fact. Each child was given a blank time chart covering a range of four centuries, and asked to enter the names of three persons or events of his own selection in each century. On the back of the paper he was asked to write a short account of one person or one event of each century. The results of the tests in chronology showed that the average London child had acquired some sense of time sequence, but only eighty-eight of the 1,305 tested could assign with accuracy three names to each of the four consecutive centuries. The best individual school had an average mark of eighty-six per cent., the worst ten per cent. of the marks allotted. The written answers were marked A, B, C, and D—A for a reasonably accurate account of four persons or events and D for an answer of little or no value. "It is disquieting in the extreme," says the report, "to find that twenty-eight per cent. of the children in the top classes of the schools visited were marked D." The general standard of written expression "was so unsatisfactory as to be a serious reflection upon the teaching of English as well as the teaching of history." Appendix C of the report gives four specimen answers, in each case by a child of thirteen in Standard VII. No. 4 pupil wrote: "King John was forced and forced to sign the Magnet Charter," and the sum total of his knowledge of the great Archbishop was that "Becket was a very good fighter."

The syllabuses, it seems, are not what they should be. Those for younger children often show "little discrimination in the choice of material," and in the upper classes, almost within exception, they are overloaded with material. With only one hour a week for history it is obviously impossible to cover the ground set out in the specimen syllabus printed on pp. 8, 9. With over fifty different topics for study in the course of the year, there is obviously little chance for giving a child time "to read about them, to think about them, and then to talk about them." For few will dispute what the report says on method: the teacher's duty is not "to give children as much information as possible, but to

see that they learn; not to give all his time to teaching, but to see that his children read for themselves; and to foster in them, through an interest in history, the habit of clear thinking, which it is one of the chief functions of the school to cultivate." As the L.C.C. report said, "mere knowledge of historical facts is no guarantee of historical understanding." And judged by this criterion some strictures are made on the system of examination adopted by some head teachers—they rely too largely upon a type of questions which disregards the recommendation of the L.C.C. report (p. 43) that history examinations should be valuable means of training judgment and imagination. Thus it is not enough that a child should be able to supply the name of the town captured by the Turks in 1453, but that he should know and be able to explain not merely that the news "caused dismay throughout Europe," but why it did.

Despite the increasing supply of good reprints of historical books and historical novels, very few of the schools examined possessed an adequate scholars' library—the report alleges that there were only two out of the forty-one. Thirteen had nothing at all in that way, and "apparently no school possessed an historical atlas." Consequently the pupils have to rely for the most part on the teacher as the narrator in the oral history lesson. Few of them—this applied to the junior sections—seem to take the opportunity of reading aloud stories that have already been told by acknowledged masters in the art of story telling. The oral lesson is still supreme, even in the upper classes. "It is probably safe to say that the majority of the children in London elementary schools spend at least seventy-five per cent. of their time during the history periods as passive listeners, and in some schools it is difficult to ascertain what else they do." The function of the oral lesson "is largely to elucidate, illustrate, and amplify the facts which the child has learnt from books." But only a few schools have learnt this. In one of these, a girls' school in a very poor district, where no less than two hours a day are assigned to the private study of history and other subjects, the children proved to have a greater knowledge of facts and a greater power of description than in any other school tested.

"Something vital is missing," then, in the teaching of history in the elementary schools of London. Facts are not sufficient, there must be an interest in those facts; historical imagination needs cultivation, and there is a vital connection between the history and literature of a people. "Few schools," says the report, "include in their syllabuses either of English or history any reference to any material which is definitely related to the period or the books which show the thought and the manners of the period that the children are studying." The history syllabus in the majority of schools should be built round the stories of the great men and women of the past, "and the teacher in the elementary school might do worse than take Plutarch as his model."

Mr. E. Hotham, of the Municipal Secondary School, Ipswich, has been elected chairman of the Assistant Masters' Association for 1928.

NEWS OF THE MONTH.

Too Much "Safety First."

Sir Gregory T. Foster, Provost of University College, London, gave this advice to the freshmen: "Choose wisely your subjects; study and then specialize; do not try to know too much about too many subjects; read books; attend lectures; and do not be afraid to go abroad." As to this last item, there was too much "safety first" among young people to-day. The Empire was what it was because their sons and daughters had dared to go forth to meet hazards and take risks.

City of London School.

The City of London School, we learn from Alderman Sir George Truscott, who distributed the prizes in the absence of the Lord Mayor, has a school roll of 750 boys and so long a waiting list of would-be scholars that none could be admitted before January 1st, 1929. The new annexe to the school provides a spacious armoury for the O.T.C., four new classrooms, and a large room for examinations, lectures, or meetings. January will probably see the completion of the new science rooms. The school war memorial bears the names of 350 old boys who fell in the war.

The Schools and the Nation.

The November lectures of a course under this title being given at King's College, London, on Wednesdays, are on "Secondary Education": November 2nd, "The Boys' Day School," by Mr. R. F. Cholmeley; November 9th, "The Boys' Boarding School," by Dr. Cyril Norwood; November 16th, by Dr. Dorothy Brock; and November 23rd, "Technical Institutes, Evening Schools, and Day Continuation Schools," by Mr. E. Salter Davies. The one on November 30th is on "The Training College," by Mr. Herbert Ward, C.B.E. Dean Inge will preside on November 9th, and Mr. H. A. L. Fisher, if his engagements permit, on November 23rd.

A Sheffield Query.

"In plain words, there was not, is not, and will not be, any intention to limit in any way the access of head masters to the chairman for consultation."—Mr. Percival Sharp, director of education at Sheffield, to the heads of secondary schools. "Resolved to withdraw the advertisement requesting prospective candidates for the head mastership of the King Edward School, Sheffield, to communicate with the secretary of the Incorporated Association of Head Masters." Resolution of the I.A.H.M. Executive Committee. Query: Is Sheffield still eligible for representation on the Head Masters' Conference?

"Useless" Knowledge.

"The function of a university is to diffuse not useful but 'useless' knowledge—knowledge sought for its own sake, whether it had any practical bearing or not, but knowledge which, like beauty, was essential for its own sake." Sir William Beveridge, Vice-Chancellor of London University, at Sir John Cass Technical Institute.

Educational Tour in Sicily.

The Committee of the Leplay House Educational Tours Association are organizing a visit to Sicily during the coming Christmas vacation to study the history of the island, mainly through its architecture, under the

leadership of Mr. Stanley Ramsey, F.R.I.B.A. There will also be a regional survey meeting at the College des Ecosais, by invitation of Professor P. Geddes. The studies, historical, geographical, and sociological, will be under the direction of Mr. George Morris, B.Sc. All those interested should write for full particulars to Miss Margaret Tatton, F.R.G.S., Leplay House, 65, Belgrave Road, Westminster, S.W.1.

M. Dalcroze and Germany.

It will be remembered that M. Jaques Dalcroze was principal of the Dalcroze College at Helleran, near Dresden. When war broke out he was in Switzerland, and signed the so-called "Protest of Swiss Intellectuals." This was a protest against vandalism in war, but was occasioned by the happenings at Louvain and Rheims. Many Germans thereupon became very bitter against Dalcroze, on the ground that he owed Germany gratitude for the hospitality that had been shown to him. There was a bitter Press campaign in the German papers and the Dalcroze College broke off all relations with him. M. Jaques Dalcroze felt the incident very keenly, and thought that he would never return to Germany again. This year, however, the Committee of the International Music Exhibition at Frankfort invited him to give a lecture demonstration there, and he did so on August 17th, with the help of pupils from the Geneva and London Schools.

A Domestic Economy Congress.

The fourth international Congress of Domestic Economy will be held at Rome from November 13th to 17th. There will be four sections, which will discuss among other things, developments since the congress at Paris and methods of facilitating the attendance of working-class girls at domestic subjects classes in rural and urban areas. There will also be papers on the hygiene and æsthetic of domestic work, the application of modern discoveries in psychology, the study of fatigue, and the influence of domestic work on women's character. There will be an exhibition in connection with the congress, and demonstrations will be given. Enquiries should be sent to the Secretariat, Via in Lucina 17, Roma.

Leeds and Bakery.

Leeds Technical College has a bakery department, which came of age on October 26th. The event was celebrated by a dinner. The department started in the bread-making room of Thoresby High School with an evening class under Mr. W. H. Quinn, who is still the head of the present department. He has 120 students, evening and full time. The two years course includes weekly visits to Leeds College of Art, where designing and modelling are studied.

Portraits of Leicester's Worthies.

Eight portraits in oils of local persons of eminence have been presented to Lansdowne Road School, Leicester, by the teachers and their friends. The paintings have been made by Mr. G. F. Hinchcliff, A.R.C.A., a tutor of the Leicester College of Arts and Crafts, and represent Simon de Montfort, William Wyggeston, Lady Jane Grey, John Wyclif, William Carey, Hugh Latimer, Alderman Newton, and Lord Macaulay. The portraits are nearly life size.

LITERARY SECTION.

BOOKS AND THE MAN.

The Genius Loci.

I find it somewhat difficult to embark on anything like a criticism of the latest book written by the head master of Eton. It is entitled "More Eton Fables," and is published by Longmans at 3s. 6d. net. One does not lightly criticize any head master, and the holder of that office at Eton holds a position of such eminence as to command the regard of even those who read the London evening journals. Moreover, he stymies the critic by an ingenious fable which is worth quoting. Here it is:

"What a rare and lovely flower!" said the Enthusiastic Person.

"On the contrary," said the Intelligent Man, "it is merely a prickly herbaceous plant of the genus *Carduus*—as common as weeds in many parts of the country."

"It is a perfectly ordinary and tolerably nutritious thistle," said the Donkey, and he ate it without further remark.

Discarding all claim to intelligence, I record the fact that this little book strikes me as having some of the qualities which would appeal to the Enthusiastic Person and also of those which appealed to the Donkey. I know and care nothing as to its appeal to a Professor of English Literature, or an authority on style. What attracts me is a certain boyish charm about the fables, and I can well understand why those who heard them should wish to have them in permanent form. Every schoolmaster may read them with pleasure and profit.

Most of all should they be read and pondered over by those who are inclined to be what R. H. Quick called systematizers in education. If they have eyes to see anything at all they will perceive that the head master of Eton does not look upon himself as a mere vehicle of instruction, charged to bring boys safely through the School Certificate Examination. He remembers that a school is a place wherein boys have not only to learn but also to live. This is the note of a story in which the head master encounters a stranger seated at a desk "in Chambers," and engaged in sorting a mass of papers. Presently it turns out that the visitor is deeply interested in Eton and ready with suggestions as to gifts appropriate to those who are leaving the school. He has pictures of the place, of outstanding events in the boy's school-days, and even records of familiar sounds, such as "the clapping when a fellow gets his colours," the "cooing of pigeons in the school yard," the "sound of house bells at lock-up." Also, he suggests verses, one stanza a general one, "about the jolly things they all remember," the rest more personal for each recipient. The visitor introduces himself as the genius loci. I surmise that one of our greatest present needs in education is to instal a genius loci in every school and thus to counter the insidious attempts of those who would instal only the genius of a local authority.

All these stories, with their varied themes and changing moods, are expressive of the same general idea, namely, that Eton is individual and unlike any other school. So it is and so ought every school to be.

SELIM MILES.

REVIEWS.

Education.

SELF REALIZATION: THE END AND THE AIM AND THE WAY OF LIFE: by Edmond Holmes. (Constable. 4s. 6d. net.) Ever since the experiences that led to the writing of "What is and what might be," Mr. Holmes has spoken, in book after book, like a St. Paul with a revelation and a message. Its sincerity commands respect, its intellectual grasp commands attention. One must take Mr. Holmes very seriously, as he always writes, or not at all. He is the teacher in whom the name is inseparable from the correlative word, preacher.

In this little book he has again set forth his educational creed and theory. "To foster growth, not to repress it, on all planes of our being . . . whole-hearted trust in the child unrealized possibilities . . . partial distrust of himself (i.e., the teacher)." "He (the teacher) will assume that the child has an instinctive desire—not the less genuine because it is largely subconscious—for development, for knowledge, for social order." We halt a moment to ask ourselves if Goethe, for example, in seeking also self realization on a similar doctrine, could be just so described? The teacher will give "as favourable an environment as possible," "abundant and varied food for mind and heart and soul," "stimulus," "guidance" (this sparingly), "instruction" (when he thinks it will profit him), "disciplinary direction."

And we are all agreed. Like the objectionable fellow in "The Insect Play," we all say: "That's what I say!" But the real work in education begins just when we examine these general truths, to find out exactly what is the best environment, and how much of it can be given under given conditions, what stimuli should be offered, and what withheld—the stimulus of a Union Jack or of a Red Flag, for example. It is here that Mr. Holmes always leaves us to work out our own salvation. We find him interesting, arresting, provocative in good fashion, but we feel that he has not had enough experience of the actual daily job of teaching in a concrete world under the conditions that such a world lays down.

R.J.

Classics.

ATTIC LIFE: by C. W. Baty. (Christophers. 3s. 6d.)

A very useful little book, an excellent corrective to an overdose of Xenophon. Mr. Baty has collected seventeen passages from the private speeches of Demosthenes, illustrative of Athenian manners, and has made from them a class book which is both interesting and amusing. There is a good introduction, the Greek text is well printed, and the footnotes are as short and few as notes should always be.

F.A.W.

ARISTOPHANES IN ENGLISH VERSE: by A. S. Way. Vol. I. (Macmillan. 10s. 6d. net.)

Dr. Way is certainly a wonderful man, the doyen of classical translators and unsurpassed among them all for range, variety, and sustained excellence of production. Born ten years after the Queen's accession, he is one of the last of the Victorians and not the least remarkable of that great company. His first volume of versions from Horace was published more than fifty years ago, and since then he has employed the scanty leisure of a busy teacher's life in making available for English readers a very large proportion of the greatest Greek and Latin poets. The four volumes containing the plays of Euripides, which earned the high praise of such a critic as Verrall, are in themselves sufficient to establish Dr. Way's reputation. But he has also translated Homer, Æschylus, Sophocles, Pindar, and Virgil, together with many of the lesser known Greeks; and even now his vigour shows no signs of abatement. He has, we learn, ready for publication a dozen more books, which include translations of Lucretius, Catullus, Tibullus, and the Greek Anthology, and in the stout volume of some 400 pages now before us he offers six of Aristophanes' plays, and promises the remainder in a short interval.

There are some particular difficulties which the translator of Aristophanes has to face. The Attic comedian leaps with careless indifference from grave to gay, from drama to burlesque, from serious politics to ribald wantonness, and his style and metres change continually with his subject, now loose iambs, now rushing anapæsts, now the lightest of lyric rhythms. With this rainbow variety and with a constant stream of parody

a translator must cope to the best of his ability, and it says much for Dr. Way's metrical skill that dialogue, lyric, and choral ode are all alike in his pages readable and effective. One example must suffice, the opening of the great chorus in "The Birds"—
 "Hear, sons of mankind, who by nature are blind, who like leaves are still fading and falling,

Whose race in a day is run, figures of clay, frail dwellers mid shades overpalling,
 Ephemeral, unfeathered, to misery tethered, dream phantoms in shadowland hiding,
 Lift your hearts and your eyes to the folk of the skies, the immortals, the ever-abiding."

Aristophanes, when he is serious, has so many of John Bull's prejudices that it is not surprising if he has always attracted English scholars. Two of the most successful translations in our language are from him—one by John Hookham Frere, the other by Benjamin Bickley Rogers—and no higher praise can be given than to say that Dr. Way's volume deserves a place by their side. F.A.W.

French.

LETRES DE MON MOULIN: edited by J. M. Moore. (Nelson and Sons. 2s.)

The editor has made a selection of the "Lettres" for this edition. In the introduction will be found short notes on the author and that part of France with which he deals in his text, of which there are 100 pages. Notes and a full vocabulary are also added. The nine illustrations by E. G. Briscoe increase the attractiveness of the book. P.L.R.

ELEMENTARY FRENCH COMPOSITION: edited by L. E. Kastner and J. Marks. (Dent. 1s. 9d.)

A progressive prose book with passages well within the grasp of a beginner in French is none too easy to find. The editors of this volume would seem to have gone far to solve this difficulty. The pieces for translation, which are very fully annotated, vary in length between 75 and 120 words—just the length required—and each is of the kind to interest a young boy or girl. The first part of the book deals by chapters with the various points of elementary grammar, and these are supplemented by short sentences for translation, for, as the editors rightly say, some such incentive is required to urge the average boy or girl to study any introductory matter as such. A complete vocabulary is given. P.L.R.

L'AVARE.

LE GENDRE DE M. POIRIER.

TARTARIN DE TARASCON: edited by Paul Vrijdaghs and Walter Ripman (Dent. 1s. 9d. each.)

These are three volumes in the publishers' new series of "Treasures of French Literature." The introduction in each one deals with the life and works of the authors, and in the case of the plays there are notes on the plays, their action, the leading characters and scenes. The notes on the text are very full. The books are printed throughout in French. The glossary in each volume is a valuable addition, and the illustrations should enable the student to appreciate better the text. These books, like the remainder of the series, are well printed and tastefully bound. They will add colour to the shelves of any private or school library. P.L.R.

FRENCH SHORT STORIES: edited by T. B. Rudmose-Brown. (Nelson and Sons. 2s. 6d.)

All tastes are catered for in this volume. Balzac, Maupassant, Erckmann-Chatrian, Anatole France, Arnoux, Pourrat, Fournier are some of the writers whose names will be found in a total of twenty stories. In his introduction the editor discusses the characteristics of French short stories. Further, short notes are given on the authors and certain points arising in the text. The glossary of uncommon words or words used with uncommon meanings is far from complete. P.L.R.

Art.

METALCRAFT AND JEWELRY: by Emil F. Cronquist. (Batsford. 10s. net.)

The old schoolmaster who said: "Give me a 3s. 6d. text-book and an hour's start and I will teach anything," would have been very pleased with "Metalcraft and Jewelry." The transatlantic spelling would not have daunted him, though he would surely have shuddered at "color," "gauge," and "jeweler." The book is a useful introduction to metalwork, taking the reader through

a course in pierced metalwork and stone setting, chasing and repoussé work, wire work and filigree, and hammered and raised metalwork. The instructions throughout are practical and sufficiently explicit to guide any intelligent beginner, and most of the difficulties likely to be experienced are indicated and commented upon. There is a useful section dealing with semi-precious stones, and a chapter on metal-colouring which includes both old and new formulæ for giving a patina to the finished surface. A list of dealers competent to supply the necessary materials refers, unfortunately, solely to the United States of America. A surprising amount of information, in view of the size of the book (190 pages), is pleasantly conveyed by an obviously enthusiastic and successful craftsman. There are 150 illustrations, many of which are photographs of work executed by the author and his students, excellently reproduced on good paper. C.R.L.

ART AND LABOUR: by W. G. Raffé. (The C. W. Daniels Co. 1927. 3s. 6d. net.)

The drift of Mr. Raffé's argument is not easy of apprehension, but in his vigorous woodcuts, admirably produced, he finds a happier medium of expression than in his prose.

ENGLISH GOTHIC CHURCHES: by Charles W. Budden, M.A., M.D. (T. B. Batsford, Ltd., 1927. 7s. 6d. net.)

Of the many excellent handbooks that have appeared in recent years, proving that our ancient architecture is no longer the hobby of the few, "English Gothic Churches" may be acclaimed as one of the best. Retaining the terminologies of Rickman and Sharpe as time-honoured and convenient Dr. Budden emphasizes three historical epochs as marking three great architectural periods: Norman Conquest to Magna Charta, 1066-1215 (*Norman*); Magna Charta to The Black Death, 1215-1369 ("First English Gothic" embracing Rickman's *Early English* and *Decorated*); The Black Death to Confiscation of Chancery Endowments, 1369-1535 ("Late English Gothic," Rickman's *Perpendicular*). Architectural periods of activity and development are thus linked with historical and social changes and the story of the stones invested with living human interest. The influence of Roman ritual, of altar and relic, chantry and processional, upon the disposition and treatment of our Collegiate and Parish Churches is sufficiently explained, and recondite significance imparted to various familiar features such as porches, aisles, ambulatories, Lady Chapels, and fire-proof vaulting. Using with careful definition but few technical terms and avoiding the profuse confusion of some earlier text-books, the author, in his scholarly and extremely clear and pleasant style, deals adequately with structural and artistic details. Separate chapters are devoted to walls, doorways, windows, arcades, roofs, towers, and spires. Some "local expressions" of Parish Church architecture are described, with remarks on the influence of building materials, geological formation, and modes of transport. Little is said about the early builders, the masons, marblers, carvers in wood and stone, concerning whose crafts and guilds popular curiosity is usually keen. Nor apparently does the author view mediæval colour effects with the enthusiasm evinced by some modern writers. But not everything can be packed into a pocket volume of 150 pages. Modern illustrations have not the clear-cut precision of Orlando Jewitt's woodcuts, but the numerous plates and vignettes now presented are charmingly produced and include original photographs taken by the author, many pleasing pen-and-ink and pencil sketches, and a few old prints by J. S. Cotman, G. Cattermole, and other early artists from which all suggestion of the "restorer" is delightfully absent. One awkward misprint may be mentioned for future correction: On page 125 the date given for Confiscation of Chancery Endowments should be 1535 not 1435. S.T.H.P.

Geography.

NORTH AMERICA: by Charles Matheson. 32 Maps, 62 Illustrations. (Clarendon Press. 3s. 6d.)

Well written, and with splendid illustrations and useful maps, this volume offers the essential details for a good grounding in the study of American geography. It can be highly recommended.

AFRICA AND AUSTRALIA. The Scientific Study of Human Settlement. Book III: by R. E. Parry. 57 Illustrations and Maps. (Pitman. 3s. 6d.)

A treasure-store of essential detail, this book should make a wide appeal. The author has made excellent use of his material and the result is a sane contribution to school literature.

THE BRITISH EMPIRE: by A. Wilmore, D.Sc. (G. Bell and Sons. Pp. 192. 1s. 9d.)

Mr. Wilmore has written a delightful book for children from twelve to fourteen years of age. Each unit of the Empire is treated with ample data, and the maps and diagrams are of great interest. H.C.

THINGS SEEN IN CANADA: by J. E. Ray. 35 Illustrations. (Seeley Service and Co. 3s. 6d.)

Reading this concise work, I wandered mentally through the highways of "Ma ain land"—I was almost able to enjoy the scents of the prairies I know so well. Mr. Ray has well performed his task, and the illustrations are worthy of the text. H.C.

History.

FOOTPRINTS OF EARLY MAN: by Donald A. Mackenzie. (Blackie.)

This is a most attractive work, written in pleasing style and provided with a useful bibliography. Also there are many excellent illustrations, some of these being reproduced on another page. Mr. Mackenzie's picture of early man is not only well-based on knowledge, but also vivified by his own interest in the lives and doings of those who lived during the period from the Age of Stone to the Bronze and Iron Ages. I commend this book as one to be bought for the school library and as a welcome gift for any intelligent boy or girl. R.

A BRIEF HISTORY OF ANCIENT TIMES: by J. H. Breasted, abridged by W. Hughes Jones. Illustrated. (Ginn and Co. 3s.)

ISRAEL IN WORLD HISTORY: by A. W. F. Blunt. World's Manuals, No. 43. Nine Maps, 18 illustrations. (Oxford University Press. 2s. 6d.)

THE MEDITERRANEAN WORLD IN GREEK AND ROMAN TIMES: by D. M. Vaughan. Four Maps, Illustrations. (Longmans. 3s. 6d.)

NINETEENTH CENTURY ENGLAND: by R. M. Rayner. Nine Maps, 3 date Charts. (Longmans. 6s.)

HISTORY FOR BRITISH SCHOOLS. Modern I: by D. C. Somervell. Seven Maps, Charts. (Bell and Son. 3s.)

The Ancient World boasted of seven great wonders; the Modern World boasts a much greater number, but the wonders of the juvenile world are only five. Despite our advanced knowledge and experiences, we adults take delight in entering the world of juveniles in order that we may enjoy those five wonders expressed by the terms "Who? When? Where? How? and Why?" Juveniles embrace these wonders out of sheer curiosity, but with adults there is a greater reason. There is the half-articulated idea that to know is to gain some measure of control. In the realm of history, we believe that to know is to control our future actions by our valuation of past actions. Joyfully and zealously we probe the evidence of the distant past, and are surprised at the amount of sympathy which we possess for early man and the actions which, though throbbing with lively reason to him, are a mass of illogical irrationalities to us. There are many volumes published which can inform us the who? when? and where? of ancient times, but remarkably few writers bother to give us the how? and why? Yet how? and why? are the greatest of the five wonders.

A "Brief History of Ancient Times" enters the group of the elect who attempt to offer us the five wonders, but brevity as the soul of wit may also be the soul of misunderstanding. In Chap. II we read about the Swiss lake dwellings, and are convinced that the dwellers enjoyed a settled existence. Yet does not settlement and culture imply a constant food supply? Unfortunately, grasses are not fruiting eternally—they have their germination and growing periods, and it is reasonable to infer that men would need more from their settling places in search of the seeds which the women "crushed between two stones and made into rough cakes." There were no teachers of agriculture in those days, therefore only the example of a natural force could have taught the art to women who became farmers. There is no natural force to which we can attribute this teaching in Europe. How then, did the women learn the art? Can we infer that the knowledge was brought to them? I think we can, and on the author's own statement in a later chapter.

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no further." Yet discussing the Egyptians, the author states: "These (barley and split wheat) and fragments of linen found in such graves show us *from what country* the first grain and flax probably *came into Europe*. Such ancient Nile peasants were therefore watering their fields of flax and grain *over six thousand years ago*." So now we know whence the women of the Swiss lake dwellings gained the knowledge of agriculture. We may reasonably infer that they likewise gained much of their other knowledge from the same source. But who taught the Nile-dwellers how to become farmers? Here we have the natural force explanation in the annual flood-cycle of the Nile, upon whose banks barley and millet had been growing from remote ages. [The italics are mine.]

It is difficult to follow the story of Stonehenge and stone tombs in the first chapter, and more difficult to accept the theory that they were erected by Stone Age peoples who knew not metals. H. J. Massingham has produced the story of these stones in "Downland Man," and it appears that the megalith is a distant relative of the pyramid which followed the discovery of copper. Further, people who were in search of metal, but *who used flint implements*, came into Europe searching for desired substances, and erected the megaliths for religious and secular purposes.

"The three greatest Greek dramatists were Æschylus, Sophocles, and Euripides. Their works are immortal." And that is all we learn about them. Thus the brevity of immortality is somewhat akin to mortality.

Apart from the first chapter, I have no hesitation in saying that this volume is well worth reading. The text is simply written and the illustrations many and excellent.

"Israel in World History" is low in price but high in quality and scholarship. It will be news to many to learn that the Hebrews were originally a nomadic tribe who had to fight strenuously to gain a kingdom for themselves. One must marvel that this tribe should eventually become the source of the highest form of religion in the world. Yet "the story of Israel is a pathetic story of national impotence—of a small nation suffering from a chronic disease of internal dissension, and never able to fuse into a coherent whole." But "in the realm of spiritual thought and religious enlightenment they found their vocation, and achieved a greatness which makes the whole world their debtors. This volume is one of the five wonders elect, interesting and entertaining as well as authoritative.

Miss Vaughan's volume of twelve stories will appeal as a timely and useful aid to those teaching elementary Greek and Roman history. This author has a charming method of story-telling, and she has discovered the spirit of romance in history.

Every phase of nineteenth century English history is presented with many signs of great craftsmanship and learning in Mr. Rayner's volume, but erudition is not allowed to disfigure a lively and entertaining narrative. The historical courses of present conditions are shown in a manner likely to intrigue the young student, and should enable him to understand the world in which he will be important as the holder of a vote. The text will provoke questions, yet most likely questions have been anticipated. Mr. Rayner has done a good work in a thorough manner, and the publishers have increased its value by using good paper and type.

Mr. Somervell's text-book is the first of two volumes on the Modern World for school use, and needs no recommendation. In discussing "Eighteenth Century Britain and Europe," and "Nineteenth Century Britain," by employing humour and kindness, the author has provided a story of the type loved by young folk.

Chemistry.

ELEMENTARY PRACTICAL CHEMISTRY: by F. J. Holmyard, M.A., F.I.C. (London, G. Bell and Sons, Ltd., 1927. Pp. xvi+117. 2s.)

As a result of the author's experience a series of practical exercises is given, which are suitable for students preparing for the school certificate and matriculation examinations. The instructions are clear and concise, and that unnecessary detail is cut out which so often makes the student impatient when reading it before preparing to carry out the experiment. It is assumed that the student has common sense and that he has profited by the knowledge gained previously. There are many more experiments described than the student would ordinarily have time to perform, but by selection from each section a teacher can readily devise a course suited for any particular requirement. A selection of examination problems is included at the end.

T.S.P.

CHEMISTRY: by Percy E. Spielmann, Ph.D., F.I.C. (Benn's Sixpenny Library, No. 104. London, Ernest Benn, Ltd., 1927. Pp. 80. 6d.)

"The presentation of a comprehensive survey of a vast subject compressed into a very limited space, and addressed to a public that is, in a great measure, unfamiliar with scientific matters, is a task of some difficulty." The author has accomplished the task successfully and this little booklet should help in making clear to the public the nature and scope of chemistry and the influence it has in all phases of the life of every individual.

T.S.P.

Fiction.

SISTER CARRIE: by Theodore Dreiser. (Constable and Co., Ltd., London. 7s. 6d. net.)

We may define a novel as "fictitious prose portraying character, and actions representative of real life." If we accept this as a true definition and, moreover, if we regard it as applying to every good novel, we must agree that "Sister Carrie" is a novel and a very good one. We have here the tale of a girl who leaves the country for the town on account of her dislike of her family, and who hopes to earn her living in Chicago. Before ever she reaches the town her beauty attracts the attention of Charles Drouet, the self-satisfied successful business traveller. Her first experience of town life is anything but pleasant: she lives with her married sister and tries to find work. Finally, in despair, she succumbs to the attentions of Drouet, and is apparently happy until she meets Drouet's friend, the still more attractive and successful Hurstwood. Hurstwood, partly by his own folly and partly by an act of Fate, is compelled to flee from justice, and by a plan which is simple but ingenious he persuades Carrie to accompany him. Drouet passes out of the picture, and we see Hurstwood struggling to keep up the position in life to which he has been accustomed. His success or failure in this and the consequences bring the book to an end which we will not disclose.

There is a greatness about this book. It is so complete: every movement in the great play is so probable, every detail is so carefully presented, that although we have never been in Chicago nor in New York, we can imagine ourselves as the actors in this drama. It is easy to criticize the style of the book adversely (there are many split infinitives!), but Dreiser is beyond style. Everything is so realistic—the description of the train flying from Chicago to Detroit and the effect upon Carrie as she realizes that she is bound on a far different journey from the one she imagines—is a masterpiece of descriptive writing in spite of its style. The philosophy of Dreiser may be likened to that of Hardy. In the latter we see the great background of Nature and the peasant community which forms, as it were, a setting before which the tragedies of those of slightly higher education and ambition are performed. In Dreiser we find the stage composed of the humbler town workers in the great cities of America. His actors are more ambitious just as are Hardy's, but the ambition is less emotional and more usually connected with the gain of material success. In both writers we find the same outlook, cause precedes effect, and in all cases effect follows cause with a logical fatality. It is clever, it is true, but it is sordid. Life is not so black as these writers declare; there is good luck as well as bad, and herein lies our criticism of the book. It is one thing to shirk facing facts; it is another to revel in fatality. The redeeming features of Hardy's novels are their superb style, their wealth of interesting detail concerning Nature in all her moods, and the true insight into the mind of the rustic peasant. Furthermore, each tale is a masterpiece of constructive thought. The plot is often intricate and subtle, and yet not improbable. In Dreiser's work, on the other hand, there is detail—too much of it, perhaps, in "An American Tragedy," but it is not detail which is likely to be of universal interest. The doings of men are temporary, but the wonders of Nature are eternal. Moreover, the plot is so simple that it seems hardly worth the effort to clothe it with so much detail, and, after all, the doings of Drouet, the self-complacent traveller, and of Hurstwood the manager of a drinking saloon, and even of Carrie, the ignorant, pleasure-seeking butterfly, are not of permanent interest nor of lasting value. They cannot be likened to Bathsheba Everdene, nor to Gabriel Oak, nor to Tess of the d'Urbervilles; and it is impossible to liken the works of Dreiser to those great masterpieces in which these splendid characters find their origin.

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The Cambridge University Press will shortly publish a new book by Dr. E. A. Sonnenschein, entitled "The Soul of Grammar." The author describes his book as a bird's eye view of the organic unity of the ancient and modern languages studied in British and American schools. His object is to show that the languages of prime importance to our Western civilization are fundamentally one in structure. Another volume to be published shortly by the same press is a text-book on "Elementary Differential Calculus," by G. L. Parsons, mathematical master at Merchant Taylors' School. Like the author's previous book on "Elementary Integral Calculus," it is designed for preparing candidates for the higher certificate examinations.

Messrs. Constable announce in their monthly list that they have just published a book of essays in Scottish portraiture by Donald Carswell, entitled "Brother Scots." This volume contains six studies of nineteenth century Scots—Henry Drummond, Robertson Smith, John Stuart Blackie, Keir Hardie, John Campbell White, and Claudius Clear (Sir William Robertson Nicoll).

Messrs. Longmans, Green, and Co. announce that they will publish a volume entitled "Seventeenth Century Lyrics," by Norman Ault. The period covered is from 1621-1700, and in this anthology can be traced the emergence of the Metaphysical School, from the Elizabethan tradition, its full development and its gradual extinction in the Restoration "Manner," and the way this "Manner" itself began to give place even before the end of the century to the first fruits of eighteenth century classicism.

Messrs. Martin Hopkinson and Co. have in preparation "Ramblings of a Bird Lover," by Dr. Charles E. Raven, Canon of Liverpool and Chaplain to the King, which will be profusely illustrated. Bird-lovers will be familiar with Canon Raven's previous book, "In Praise of Birds," which may be said to have founded the author's reputation as one of the most popular bird writers of the day.

"Modern Oxford," the third and final volume of Sir Charles Mallet's "History of the University of Oxford," has just been published by **Messrs. Methuen**. This volume embraces the period from 1688 to 1887, with a supplementary chapter on the chief incidents of the last forty years.

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HORACE UP TO DATE. (Adam and Charles Black. 3s. 6d.)

"Up to date"—undoubtedly. "Horace"—well, imitating and suggesting the Roman, but not more. This is a volume of light-hearted verse "written at different times from school days onwards." It is too light-hearted really to reproduce the Horatian atmosphere. But the anonymous writer cleverly turns some of the odes into a modern, rather frivolous shape. "Illi robur et aes triplex" becomes:

"His heart was pure, his will was made,
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First travelled in a train."

And the ode is addressed "To the L.M.S." The best of these verses are not quite up to the standard of A. D. Godley and O.S. In spite of echoes of the poets, often wittily used, some of the longer efforts become tedious. Where the author directly transfers an ode to modern conditions and follows most closely the sequence of thought in the original—e.g., in rendering "Dissolve frigus" (which he also translates in the usual sense), "Persicos odi," "Donec gratus eram tibi," "Mutat terra vices," and others, he is most successful. "Odi profanum vulgus et arceo" is not so good, and the writer wisely avoids the fifth and sixth odes of the third book.

H.W.

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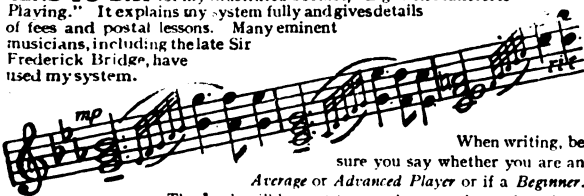
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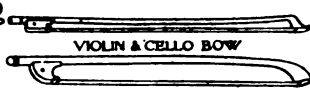
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THE EDUCATION & OUTLOOK

AND EDUCATIONAL TIMES

DECEMBER, 1927

NOTES AND COMMENTS.

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Central Schools.

There would seem to be little room for doubt that the next development in our educational system will see the institution of "central schools." The name is perhaps a little unfortunate, and a better description of the new type of school will be found in the phrase "junior secondary school." Moved by the recommendations of the Hadow Report, members of local authorities and others interested in education are driven to revise the present method of retaining children in the primary schools for two or three years after they have emerged from the primary stage of mental development. Bound up with this educational aspect of the matter is the economic one, for it is coming to be recognized that modern industrial conditions afford little opportunity for children of 14. Hence, there is a growing disposition to adjust our educational practice on the lines recommended by Sir Henry Hadow and his colleagues. Against this course there is always the financial argument, and some discerning critics perceive that there will be a further difficulty arising from the present lack of teachers. The training of the young adolescent demands a special technique, and the new central schools will require to be staffed by men and women who have acquired the necessary skill.

Removing Barriers.

Perhaps the most important of the many implications in the Hadow Report is to be found in the recognition that education is a kind of organic process and not a series of prescriptions, each of which is to be nicely adapted to members of a particular grade of society. The continuing difficulty in the development of our public elementary schools has been due to the fact that they have always been regarded as institutions for the children of manual workers, or, as the old phrase had it, the labouring poor. Long ago Sir Joshua Fitch pointed out that the great difference between the Renaissance attitude towards education and that of the early nineteenth century is that during the Renaissance men founded grammar schools, whereas their successors three centuries later were content to found charity schools. In the field of intellectual work there is no place for patronage and no justification for doling out opportunity according to the social standing of the recipient. Experience has shown that the sons and daughters of poor men, even children of the labouring poor, can often rise to the full height of any educational opportunity which is afforded them, and so far as the State concerns itself with education, its chief aim should be to give full opportunity to every form of ability. The time has come for a re-casting of our national system of education.

State Aid, not Philanthropy.

The re-casting suggested should give recognition to the fact that when the State affords aid to a citizen in the education of his children it is not performing a philanthropic act but taking proper measures for its own welfare and preservation. Hence, State grants for educational purposes should not be given to institutions or based upon estimates of income. They should represent a contribution to the parental exchequer and should cover the cost of such instruction as the State in its wisdom may feel it necessary to demand. Anything beyond that minimum should be paid for by the parent, who should have a free choice in selecting the school and be able to spend the State grant and his own contribution in providing for his children an efficient education, either privately or in an independent school or in a school provided by a local authority. Local authorities and private donors should be encouraged to build and equip schools and the State should assume the responsibility for seeing that its contribution was rightly used and that no parent was evading responsibility to his children. It might even be laid down that a certain definite body of information should be possessed by all British citizens and schools might be required to give instruction accordingly.

The March of Progress.

"Instead of rapid decisions there is an everlasting reference of every wretched petty matter from one official to another. An individual functionary or institution is not competent to come to an independent decision, and may not do so either for reasons of discipline. Instead of resolute action there is a mass production of paper. The subordinate who has not the intelligence, or the right, to act on his own account must content himself with dispatching a paper to superior authorities; the latter bombard each other with more paper, and then rain a further flood of paper on their subordinates—a scribbling without parallel."

The innocent reader of the passage above quoted may think that it is a description of a Government office in Whitehall. It may possibly revive pictures of hand trucks propelled by patient messengers, appropriately garbed in uniform, who convey burdens of jackets containing documents of great weight and importance. Those most weighty and most important bear projecting tags inscribed with such signs as "Action Here." The spectacle is most impressive, giving to the beholder a feeling of reverence for the majesty of State procedure. Hence we should all rejoice to learn that the passage quoted is taken from an article entitled "Ten Years of Bolshevism," which recently appeared in the *Times*. Russia is becoming civilized.

The Training College Product.

The local authorities are complaining that young teachers fresh from the training colleges are often found to be unable to teach all the subjects of the elementary school course. It is suggested that the colleges are too prone to give specialized academic instruction and to overlook the needs of the schools. We are told, for example, that of 126 young people appointed by a local authority as certificated teachers after a two-year course of training, it was found that in the college course mathematics had been omitted by 115, science by 84, geography by 83, history by 81, drawing by 65, music by 63, handwork by 56, and needlework by 37. Since all the subjects named are now part of the curriculum of every elementary school it is suggested that the colleges should provide instruction in them, or at least see to it that their students have the requisite knowledge of them before encouraging more specialized work. We may assume, of course, that it is not proposed that the "tone-deaf" should take music or that men should do needlework. What is really asked is that the colleges should provide the authorities with teachers who are ready to accept the conditions of ordinary work in elementary schools, where instruction by specialists is rarely practicable even if it were desirable. On the face of it there seems to be reason in this demand.

Old Ways.

In order to understand the present difficulty we must recall the genesis of training colleges for elementary school teachers. This is found in the monitorial schools of Lancaster and Bell, the pioneers of cheap popular schooling. The monitorial system rested on the work of selected elder pupils who taught—or, rather, conducted—classes under the direction of a head master or head mistress. A century ago, when the system was spreading everywhere, the promoters encouraged young men and women to attend in London for a training in monitorial methods prior to taking charge of schools. This training was at first merely technical, and technical in the narrowest sense, but it was soon found that many of the entrants were ill-educated even in the rudiments. So it became necessary to provide instruction in the subjects of the school curriculum and an academic element was added to the strictly professional training. The normal school became a training college, and by the year 1860 the procedure had crystallized in the form which it maintained down to 1891. The Education Department imposed on all training colleges a uniform syllabus covering a course of two years, and including all the subjects of the elementary school curriculum carried to a point in advance of elementary school requirements but stopping short—sometimes far short—of anything akin to scholarship. With this restricted academic treatment of a wide field there went a systematic course of school practice, criticism lessons, and lectures on school management.

The New Model.

In 1891, largely through the efforts of Mr. P. A. Barnett, then Principal of Borough Road Training College and later H.M. Chief Inspector, the two-year course was extended to three years for selected students, and university studies became possible. Training departments were opened in connection with the universities, and the more enterprising of the two-year colleges began to prepare some of their students for the external degrees of London University. All this had the effect of creating in the colleges a higher standard of scholarship and, as time went on, this process was aided by the gradual development of secondary schools, which became recruiting grounds for elementary school teaching. But this welcome enlargement of the intellectual interests of teachers in training tended almost inevitably to affect adversely their professional work. Criticism lessons and the rest did not count in university examinations as a rule, and as these examinations were designed to assess the work of three years without allowing for extraneous studies, the degree students were inclined to regard their professional training as a tiresome infliction. In one university at least the difficulty was met by including professional training as equivalent to one-fourth of the degree course, but this sensible expedient was not generally adopted and the present practice is to demand from university students a fourth year, devoted entirely to professional training, while the two-year students take a combined course of academic work and training, a few taking a third year of specialist study.

Essentials of Training.

It will be seen that the original purpose of the normal school has become obscured by the necessity for providing advanced studies. Also the modern training college, unlike its predecessors, deals with students who have had little or no previous experience of teaching in elementary schools. These changes must be reckoned with, not, we suggest, by a return to the old methods, but by a frank recognition of the new conditions. To begin with, we should perceive that no course of training will provide all that a teacher needs. Experience in the classroom is essential. But a well-arranged course will give to the student a body of useful precepts and it should also afford the opportunity for revising all the ordinary subjects of an elementary school course. The students have presumably studied these already during their own childhood and youth, but, hitherto, they have regarded them solely as material for the furnishing of their own minds. In the revision which we suggest they would be led to regard these subjects from a new point of view, namely, as material for the instruction of other minds. Such a reconsideration of elementary studies, carried out in the light of what is learned concerning mental and physical reactions in children, would furnish an intellectual discipline not to be lightly regarded. Supported by discussions, demonstration lessons, and carefully supervised practice in a selected school, it would enable young teachers to embark hopefully upon the business of training themselves to teach.

“ PARENTS ” I HAVE KNOWN.

By L. TOWNSHEND.

In looking back over the years, it is astonishing to me the great number of really charming parents I can recall but I am now jotting down notes of the funny, fussy, or finicking parents that I have come across.

The memories of most of them are amusing, though at the time one found some of the experiences exasperating. First, I will mention the mother who thinks her child misunderstood and not properly appreciated—as I informed one parent of a very troublesome girl, the trouble was I understood her child too well. The parent had come to see me because her girl had written home a tale of woe of a cruel punishment she had been given. The penalty consisted in changing her bedroom and putting her with some milder spirits. The mother said the girl would not have minded any other punishment but this. When laughingly told that one was glad to have fixed on a penalty that was really unpleasant the parent had nothing to reply, and fortunately was not offended. Another parent was very irate with me because I would not undertake to get her little boy a scholarship; she told me he was very clever, and the *only* reason he was low in his form was because he was spited and treated differently from the other children. The latter part of the accusation was true, because her child being very dull, one might almost say deficient, he was treated with exceptional leniency, this being understood and unresented by his class-mates. The angry parent was asked to withdraw the accusation of spite or to withdraw her boy. Thereupon she withdrew everything, expressed herself as eminently satisfied, and shook hands so many times on leaving that I began to despair of ever getting her off the doorstep. Strange to say she has remained on the most friendly terms with us ever since. Then there are the parents, fathers are often included, who are very anxious to send their girls to a well-disciplined school, where the tone is of the very highest. They are assured that at our school the discipline and tone are excellent. The girls are sent, and for a time all goes merry as a marriage bell! The parents on coming to see their girls are loud in their praises of the excellent discipline.

But alas! one fine day they arrive to find their own girls in disgrace. They will listen to no reason, not even from their own daughters, who assure them that they richly deserve the punishment assigned them, and remove the girls as soon as possible to some other well-disciplined seminary, where their own girls are not victimized. At the other extreme is the mother who asked me to punish her girl in term time because she had been so tiresome in the holidays.

Again there are the mothers who wish their girls, first of all to be happy at school and to have a good time. If a little instruction can be sandwiched in well and good—but pleasure first. Perhaps a little religious teaching may do them no harm if it do them no good! These parents are quite astonished when told their girls will be happy at school if they are good. Children do not resent discipline if treated fairly, and are happy enough if their creature comforts are looked after and they are given a fair division of work and play.

Mentioning just now “ a little religious teaching ” puts me in mind of the mother who professed herself an unbeliever and wished her child to be brought up without religion. She consented at last, however, to the child being taught something about God and prayer, as “ it might come in handy in case of illness.”

I suppose preliminary interviews between parents and school-mistresses are often trying to both sides, but I have recollections, very amusing in the retrospect, of one party consisting of mother, married daughter and her husband, and an aunt who came to place a girl. They had had the prospectus and expressed themselves as perfectly satisfied, and then just sat on the edges of their chairs and gazed at me. It was most embarrassing! I suggested they would like to look over the school. Whereupon the mother turned to each one of her party and asked separately: “ Do you think it is necessary ? ” Having gone the round she turned to me and said: “ We don't think it is necessary.” This process was repeated every time I made a suggestion, until, at last, in desperation I insisted upon them seeing the Assembly Hall and class rooms. How I got rid of them I don't know, but the interview left me helpless with exhaustion and stifled laughter.

In contrast another parent, a father this time, in going over the school insisted upon seeing everything, even to the kitchen and scullery cupboards. He had just been demobilized, and having been a kitchen orderly he was interested in kitchens. Fortunately, it was Saturday afternoon and all the offices were spotless.

Some parents, generally the fathers, like to quarrel over the bills. They like their girls to learn every “ extra ” but grumble at the resulting accounts. They depute the wife to tackle the schoolmarm! The wife, who frequently has a sense of humour, suggests that “ Daddy, though a rich man, likes a bargain, and if one could see one's way to take off 2s. 6d. on Dancing, darling Joan will learn Painting, Elocution, and Cookery.” One consents willingly and for the sake of the half-crown bargain, Daddy is quite happy, and pays the bigger bills without a murmur.

I remember a public-spirited father whom we asked to fetch his child by motor at the end of term as she was not quite recovered from chicken-pox. He replied that he was unable to do so and that as it would be “ socially and morally wrong for her to travel in a ‘ public train ’ she must remain at school.”

On receiving a letter that the child could certainly remain at school for the few necessary extra days and that the charge would be so much, naming a very moderate fee, he promptly wired to send her by train at once! His public spirit could not suffer the strain of a few shillings for extra board for his daughter.

The parents who consider their children so clever that they must be “ kept back ” are rather trying—frequently these particular children require the whole efforts of the teachers to make them even creep forward. My experience after many years is that very few children can be pressed: the nature of youth opposes a stone wall of opposition to any efforts to push their brains too quickly.

The parent who always has some little complaint becomes a nuisance. I have in my mind one little girl who was always sent back to school with her clothes in a disgraceful condition; but if her mother arrived on Saturday to take her out, the whole staff trembled, knowing full well that when the child was brought back they would hear of holes in gloves, untidy shoe-laces, and what not—always something, though both Matrons went over the child carefully before sending her out. When the child was old enough to do without a nurse mummy and daddy found they could no longer live without their little darling, and the school breathed a sigh of relief.

Some parents are very nervous of their girls travelling alone, and rightly so if there should be many changes, but with through trains and helpful guards it is not necessary to be quite so foolish as one mother I recall. She provided her girl with a large knife with instructions to use it promptly if anyone frightened her. The girl who was eccentric, to put it mildly, used the knife to frighten her companions, and consequently the weapon was taken from her. The parents promptly came and removed their daughter, but they had to pay the fees for their foolishness. The same girl complained that she was starved. When faced up, she had to acknowledge there was plenty of food on the table, but declared though every other girl was helped she wasn't given anything. This was too much for the father to credit, but the mother, even more eccentric than the daughter, professed to believe it.

But the most annoying mother is the one whose little girl has never told a lie. All little children and many older ones tell lies when they are in a tight corner, and the little girl who never told one is generally the biggest liar of them all.

One little girl of ten told them thick and fast and her mother at an "At Home" was telling some other parents how her child was misunderstood, and that she was removing her from the school. A sensible mother snubbed her well, and said she had yet to find the little girl who never told a lie.

One mustn't forget the mother who wishes her child to speak well—but when she came to complain in a sentence containing three bad grammatical mistakes that her little girl, a very little girl, did not articulate some of her words correctly, it was difficult to refrain from pointing out her own bad grammar. How nice it would be to keep a school without having to consider ways and means—what scathing replies one could make—but bread and butter has to be earned, and so one promises to do one's best to correct the child's speech, consoling oneself with the thought of some day being in the position of an independent schoolmarm.

BINKIE AND OTHER TRUE TALES OF FUR AND FEATHER: by Marie Bayne. (T. Nelson and Sons. 10d.)

Designed to form a reading companion to Nelson's Literature Practice II. We can only regret that charming little books of this type were not provided for us when we were very young. A sensible and suggestive questionnaire is appended, entitled "Things to say and do."

LEGAL NOTES.

Osborne v. Martin: Reasonable Excuses.

The King's Bench, consisting of the Lord Chief Justice, Mr. Justice Avory, and Mr. Justice Salter, has given another decision on "reasonable excuses" for non-attendance at school. The facts in this case differ from those in any others which have come before the courts in that the absences of the scholar occurred on Thursday mornings only in each week. She was habitually withdrawn at 11 a.m. on that day for the purpose of receiving a pianoforte lesson from a private teacher. A summons was issued by the Surrey County Council, but the justices dismissed it on the ground that absence for the purpose specified was a reasonable excuse under the by-laws, viz., "that the child is under efficient instruction in some other manner." The authority appealed by way of case stated, the appellant Osborne being a school attendance officer. The court allowed the appeal.

"Instruction in Some Other Manner."

For the appellant it was contended that instruction in pianoforte playing was not efficient instruction in some other manner. The lessons the child missed at school, English and class singing, were subjects approved by the Board of Education as subjects of elementary education; piano playing was not a subject so approved. Judgment was delivered by Lord Hewart, L.C.J., who held that the words "under efficient instruction in some other manner" meant that the whole instruction of the child was being given in some other manner. It was never intended that a child attending the school might be withdrawn for this or that hour to attend a lesson in some subject thought by the parent to be more useful, or possibly in the long run more remunerative. The justices misdirected themselves.

Authority v. Parent.

The number of "reasonable excuses" for non-attendance at school will not, therefore, include efficient instruction elsewhere received, unless that instruction is in subjects approved by the Board of Education, and is the whole of that instruction, and not a mere part of it. *Bevan v. Shears* (1911, 2 K.B. 936) is authority for saying that the instruction, if efficient, will answer the test even though it be not as efficient as it would have been if received at a public elementary school. This seems about as far as benches of magistrates may go in dismissing summonses issued by authorities for non-attendance. The tendency of the courts now is to view the matter from the Education Committee's standpoint, and to place upon them and not the magistrates the task of deciding what is beneficial education. The force of *London School Board v. Duggan* (L.R. 13 Q.B.D.) has been considerably weakened by *Holloway v. Croft* (1911, 1 K.B.) and *Rednall v. Beamish* decided last year, and the authorities, with the present case to support them, can claim to know better what is good for a child than the child's own parents. Now that the "code" no longer includes a curriculum, it is not easy to see why the playing of the piano may not be as beneficial a subject of instruction as class singing or even English. The case under discussion is no authority for saying it is not, but it is authority for saying that the school time-table comes first.

SEEING OTHER SCHOOLS AT WORK.

BY H. C. DENT.

Many teachers do not seem to be aware of the fact that the Board of Education likes them to visit other schools to observe methods and organization. "During the year 1925-26 five applications for visits to other secondary schools were made under Article 44 of the Regulations for Secondary Schools . . . it is probable that other visits were made in connection with schools which are not eligible for a special grant for this purpose. Even so, however, it is clear that comparatively little advantage is taken, by promising but inexperienced teachers, of the facilities for observing methods of teaching in other schools, and the Board would welcome an extension of the system." (Report of the Board of Education for 1925-26.)

As one who has made a practice of visiting every term another school for the purpose of observing methods and organization, perhaps I may be allowed to tell teachers how delightful and instructive such visiting is. (No, I was not responsible for three of the five applications mentioned in the Board's report; being somewhat of a radical in educational politics, I generally find my way to some experimental school which is not, unfortunately, eligible for grant.)

Never once have I found any difficulty in arranging a visit. Every school I have visited has cordially welcomed me, and the staff have done all in their power to show me all they could and to answer my numerous—and perhaps personal—questions. Certainly I always try to make myself as inconspicuous as possible and to learn as much as I can by observation and as little by bothering the staff; that I think is only fair. When it is considered that some of the best known "New Methods" schools count their visitors in thousands every year, it is surely up to the visitors to be as little of a nuisance as they can. It is quite easy, for at each school to which I have journeyed I have been made absolutely free of the premises; I have been allowed to wander at my own sweet will through classrooms, laboratories, workshops, even into dormitories and kitchens. On one occasion I was trusted so far as to be permitted to take a couple of lessons entirely on my own.

In every case the hospitality of the school has been overwhelming; I have always been provided with meals; on more than one occasion I have had two or more invitations for the same meal and, quite apart from the educational value of the visit, the kindness of my hosts has astonished me. When it is considered that a visitor comes with the avowed intention of stealing any good ideas he finds—at least, that is always my intention, and I always make it known, to prevent any possible misunderstanding—the lavishness of information and the kindness of attention I have received, have been a perpetual marvel to me.

In return, I must say that at every school I have been forced to stand and deliver what poor scraps of experience

I have picked up on my own account. The teachers I have met have one and all expected me to tell them something. They must have been sadly disappointed, many of them, but their courtesy never allowed them to show their disappointment.

This interchange of ideas is perhaps the most valuable part of a visit, for it is not possible in a short time to gain more than a superficial insight into the running of the school. There may be, and are, serious faults in the schemes of apparently the most successful schools (and the staffs are quite ready to admit them; it is about these that they require advice). But the teacher who makes a regular practice of visiting cannot fail to gather a very great deal of useful and practical help. I have seen several magnificent Montessori schools at work; and no one who has not seen an actual class occupied with the apparatus and along the methods of Montessori can possibly judge of what is perhaps the most significant experiment in education during the last thirty years. I have watched Froebelians and, if I may coin an expression, neo-Froebelians; I have seen children working on the Dalton Plan and on the Howard Plan of individual time-tables, and children in the actual execution of projects. Of all these methods one can read; their inventors and the disciples of the inventors have explained them in many books, but I venture to submit that a single day spent in observation of any method will teach the teacher more about it than a whole bundle of volumes.

But, best result of all, I think, is the renewed courage and enthusiasm which such visits can give a teacher. There is a feeling of exhilaration and confidence which one gains, which is gained, so far as I know, in no other way. To see what others have done by patient and skilled labour and by an infinite belief in childhood's possibilities—for this last, I believe, lies at the root of the wonderful success of these fine schools—sends one back to one's own work with a renewed hope and trust. The actual methods observed, very probably, cannot be introduced into one's own school; the conditions under which one is working are vastly different, but there is always the thought that if others can achieve such results as those which are to be seen every day—well, there is no need to despair under any conditions.

Nor do I think it is necessary, in the Board's words, to be a "promising but inexperienced" teacher in order to profit from observational visiting of other schools; in fact, rather does it seem to be desirable that a visitor should have had some fair amount of experience and have learned something of the methods he is to study. There is a very great deal for the inexperienced man to learn in the school in which he is teaching; and there is something to be said for a policy of ca' canny when visiting schools which have achieved successful results. The experienced man can see almost at a glance which method will or will not be practicable in the conditions under which he is teaching; the younger teacher may be prone to want to try out everything simply because results have been above the average elsewhere.

PROGRESS.
BY
LORD GORELL.
I.

*I love to lie a-dreaming
Upon a wind-sweet hill
And summon back the ages
My musing eyes to fill :
Where now are roofs the wild-fowl
And wolf-packs made their home,
When all was swamp and forest,
Before the world was Rome.*

II.

*I love to hear, in silence
From tumult hardly won,
The tramping of the legions,
Our history begun ;
To hear the oars of Viking
Come questing up the creek,
Till Norman scale the hill-top
New manor-lands to seek.*

III.

*The fields are filled with trouble
In Stephen's hapless reign ;
A harsh, unquiet country
Is thought-returned again :
Then quarrels of the Roses
To Tudor glamour lift,
And past the southern headland
The Spanish galleons drift.*

IV.

*Conflict again and always—
The clash of civil war
With armoured rule of Cromwell
And Monmouth's drear Sedgemoor ;
Prince Charlie's dash for Derby ;
Dick Turpin's leap for life ;
Dangers of heath and highway,
A league-long, petty strife.*

V.

*The earth is grown much smaller
Than in those static days ;
With aeroplane and engine
We hurtle on our ways
Through earth and air and ocean ;
We throw a girdle round
The universe with noises
And laws of space confound.*

VI.

*England is grown much smaller ;
So many are the lives
That cluster, toiling, in her
That Nature scarce survives ;*

*The cities stretch their fingers,
These ever-widening roads,
Through vale and wood and moorland
And cumber her with loads.*

VII.

*I know it to be progress—
I lie in fearless peace,
The brigandage and warfare
Within this island cease ;
But, gazing on my babies,
I wonder with a sigh,
Will they be left an England
To love as much as I ?*

NOËL.

(After the French of Théophile Gautier,
1811-1872.)

BY

GILBERT PASS.

*The earth is white, the sky is dim,
O bells, ring out with joyful sound,
For born is Jesus, and o'er Him
The Virgin bends in love profound.
No curtains draped the Child protect,
Or keep the Infant from the cold,
The spider's webs alone project
From high roof beams to which they hold.
He trembles on fresh-gathered straw,
The tiny Jesus, Infant fair,
The ox and ass nigh to Him draw
And with their breathing warm Him there.
Upon the thatch the snow gleams bright,
The heavens o'erhead wide opening,
And angel choirs arrayed in white,
To shepherds "Noel, Noel!" sing.*

THE WILLOW-WREN.

BY

IDA WARD.

*When old brown leaves beneath the trees
Are starred with wood-anemones,
When ferns their curling fronds unfold,
And banks are bright with primrose gold,
The willow-wren his gladness tells
In tiny peals of fairy bells.
He sings of shady woods and cool,
And sunlight sparkling on the pool ;
An olive mate with pearly breast ;
And waving grass to hide a nest,
And summer wind to bear along
His tinkling waterfull of song.*

THE BOARD AND THE SUPERANNUATION ACT.

The Teachers (Superannuation) Act of 1925 makes provision "with respect to the grant of superannuation allowances and gratuities to teachers and to persons employed in the control or supervision of teachers, and to their legal personal representatives," and it amends the Act of 1898 and the School Teachers (Superannuation) Acts of 1918 to 1924. It is the Board of Education which grants the pension, the Board which prescribes rules under which they are granted, and it is the Board that may refuse to grant them. The Board, further, is armed with power to decide any question that may arise as to the application of the Act to any person or the qualification for any superannuation or gratuity. On these and all other questions its decision "shall be final." That is laid down in the first schedule to the Act. Despite the almost universal recognition of a pension as "deferred pay" there can, therefore, be no claim to superannuation or gratuity as of right, and where there is no right there can be no recourse to a court of law. Here, then, we have a Government Department clothed by statute with an almost unlimited discretion. That the discretion is not likely to be abused, that the criticism is merely academic, may be agreed. But none the less it is a condition that ought in discussing the meaning of a pension scheme to be borne in mind.

Ignoring this circumstance, however, a perusal of the Act will at once reveal the greatness of the powers possessed by the Board. It is the Board which "determines" this, that, and the other; it is the Board which "approves" for this purpose and that; the Board's "opinion" is the only opinion which counts. The Board it is which "directs" whether fees or other emoluments are to be included in "salary." Every section of the Act makes it plain that it is the Board in every case that settles every question, resolves every doubt, and over-rides every opinion. So wide are the Board's powers of interpretation that it is open to doubt whether even the definitions of Section 18 are binding on it.

The Board's rule making power is one which it *may* exercise. What says Section 17? "The Board may, with the consent of the Treasury, and after consultation with representatives of local education authorities and of teachers affected, make rules for carrying this Act into effect"—rules which in particular may provide for any or all of ten specified matters—"or for prescribing anything which is, under this Act, to be prescribed." And when the rules are made they are to be laid, "as soon as may be," before both Houses of Parliament. It is only the schemes under Part IV of the Act for applying the provisions of Part II to persons in non-grant-aided schools that are required to be laid in draft before each house for a period of twenty days.

The rules that have been made under Section 17 take legal form as Statutory Rules and Orders. The Teachers' Superannuation Rules, 1926, are No. 415 of the S.R. and O. of that year, and comprise thirty-two rules. But Section 17 is not the only source of this departmental law-making. For "qualifying service" we are told in Section 18 means "any employment, whether in the capacity of a teacher or otherwise, which *the Treasury*, on the recommendation of the Board,

may declare to be qualifying service for the purpose of calculating the period qualifying for a superannuation allowance," and the Treasury's declaration on this point is to be found in form "64 Pen." Section 10 again, though one would not at first sight suspect its significance, has also a set of "Orders" to which it has given birth. Under what precise category of legislative documents those would come is not easy to discover. Like the rules made under the 17th section, they bear the seal of the Board and the signature of the Secretary, but they have no place in the series of "Statutory Orders." That under date October 14th, 1926, was described as an order made in pursuance of powers conferred by Section 10. Section 10 says a teacher's salary for the purpose of the Act excludes any fees or other emoluments, "unless the Board otherwise direct," and this order directed that such fees should not be excluded unless they were of such and such a character.

But not even this wide field of legislation is sufficient to exhaust the Board's powers. As is the case with the Education Act, so here; generous use is made of the method of rule making by circular. Take Circular 1390 of last April, for example, which deals with full-time service. It repeats the rule already laid down previously in Circulars 1286 and 1311, that service in order to be full-time must amount to thirty hours a week on the basis of thirty-six weeks or the equivalent. But the Board, having had two years to study the Act, discovered that by virtue of Section 2 (2) a wider view of what could be regarded as teaching service could be taken. Hence the 1927 circular.

The full import of these rules, orders, forms, and circulars is known to but few. But the purpose of this brief article is to indicate the overwhelming authority the Board of Education has in these matters—an authority against which an aggrieved person has no appeal. Cases have arisen since the 1918 Act, and may still arise, where official decisions have wrought obvious injustice. There was, for example, the case of Miss Williams, whose service at Wanstead House Camp School, Margate during three years the Board refused to recognize for the purpose of superannuation. A death gratuity was refused the widow of a secondary school assistant master who died in hospital after a lengthy period of sick leave. He was a teacher at the time of his death and a member of school staff. The Board has declared that two years and one term, plus two years and two terms, are only equivalent to four years and not five. Cases like these illustrate the danger that is inherent in a system which not only permits a Government Department to lay down its own laws, but makes it the final court for their interpretation.

Medici Manuscripts.

The Business School at Harvard has received the gift from Mr. Gordon H. Selfridge of ninety-eight manuscripts forming part of the business records and personal notes from 1350 to 1757 of a branch of the Medici family. Mr. Selfridge bought them at Christie's some time ago from the collection of the Marchese Cosimo de Medici and the Marchese Averado de Medici.

EUGENE ARAM, JUNIOR.

A Story of an Eastern School.

BY ALEX. ASHTON.

When I joined the staff, Eugene was an ungainly youngster fairly low down in the school. He was dark and cadaverous, and a slight squint added to the impression of sinister furtiveness, which an exaggerated politeness of manner and speech did nothing to dispel. He lacked application in work and games, and in the latter his ungainly lankiness kept him back. He always seemed to have a good deal of influence over a somewhat shady squad who constituted his following.

As he grew older he filled out and became quite good at hockey and boxing, and a reasonably efficient member of the Cadet Corps. His influence also increased, and it was not good. When presently a scandal arose of the type which is not talked about in public, Eugene was found to have been the leading spirit.

We young masters hoped he would be expelled, but the Head, whom we all loved, a fearless, earnest man, whose desire was always to save the sinner that repenteth, wrestled mightily for his soul, and in the end the pair of them, the boy by this time in an agony of shame and remorse, knelt together and prayed that strength to go straight might be vouchsafed to Eugene.

To all appearances Eugene was a reformed character, though we cynical young masters shook our heads. In due course he was promoted to the vacant headship of the school in the hope that responsibility would cement the reformation, and no outward sign of backsliding appeared.

By now he was a strapping young giant, still somewhat sinister of expression, but over six feet and twelve stone; a sergeant in the Cadet Corps, a member of the shooting team, and quite a formidable boxer. He rather let us down in the final of the Cadet shooting for the Blakeney Cup, scoring a miserable seven out of a possible twenty-five, but more than atoned by his prowess at boxing, in which he swept the board.

We used to have a fortnight in camp with the volunteers, and this always ended with a grand boxing tournament, in which cadets, volunteers, and soldiers of the garrison all took part. Eugene was too big and heavy for the cadets, and to save him from the disappointment of being a mere spectator, I promised to box a special four-round contest with him. He won easily as I well realized, quite apart from the referee's decision. Next year, quite on his own initiative, he, though still a cadet, entered for the men's heavyweights, and won everyone's admiration by the pluck he displayed when standing up for the full three rounds to take a tremendous pasting from a hefty gunner of the R.G.A., who was really a class boxer.

The war came while Eugene was still at school, and the day came when I left my quarters to enter a waiting taxi which was to take me to the docks where I was to embark on a troopship, which was carrying our Volunteer Machine Gun Company out to one of the sideshows. Eugene had got the Cadet Corps into uniform and they presented arms to his word of command as I came out, then breaking ranks they hoisted me shoulder high and, led by Eugene with the big drum, carried me round the compound to the waiting taxi. It was as nice a send-off as one could wish, albeit embarrassing.

One of the first letters I got at the front told me that my trunks into which I had packed all my civilian goods and chattels to await my speedy return (some hope) had been broken open in my rooms, and a good deal of stuff, mostly wearing apparel, stolen. Having other things to occupy me I did not give this much thought at the time, and it was put down to some native workmen who had been repairing the roof.

Five years later when I returned from the war, Eugene and all his generation had long since departed and it was in England some years later that I next heard of him. At a cricket match at the Oval I ran across an old boy of that period, who had come home to one of the universities. Over lunch he told me, somewhat shamefacedly, the story of the burglary; how a gang of them had gone under the leadership of Eugene practically straight from seeing me off and rifled my boxes. I gathered they thought it rather a lark at the time, and were quite sure I should never need the things again.

Then about a year later, when I was in Canada, someone sent me some newspapers in which I read the final chapter of Eugene's career. He had paid a visit to England, had returned and set up a business of some kind. This did not prosper and he cast about for some means of getting some ready money. He happened to discover that a native clerk made a weekly journey by train, carrying a large sum of money, mostly in silver, the wages of a big gang of workmen, to a lonely up-country station. Eugene enlisted the aid of a half-baked youth of his own class, and one night boarded the train at a secluded spot and made his way to the carriage where the clerk was sleeping in his bunk alone.

In their efforts to get hold of his money bag they woke him and there was a struggle. In a sudden frenzy Eugene wrenched the leg from the bunk and with all his fierce strength battered the poor fellow to death. Leaving the train secretly they buried the money and returned home.

Police enquiries led them to Eugene's companion, and his confession implicated Eugene. After he had failed in an ingenious attempt to saddle his confederate with the crime, he was tried in the High Court, found guilty, and condemned to death. In some circumstances he might have been reprieved, but at the time the state of the country was such that the slightest suspicion that the scales of justice had been weighted ever so little in favour of a white man as against a native would have been disastrous.

So, in his twenty-fourth year, Eugene, sometime head boy of his school, was hanged by the neck until he died.

Aberdeen's New Rector.

The Earl of Birkenhead was elected on November 12th Rector of Aberdeen University, in succession to Viscount Cecil of Chelwood. The procurators' vote resulted in a tie and the issue in favour of Lord Birkenhead was decided by the vote of the students. The figures were: Lord Birkenhead, 316; Sir A. Sinclair, 307; and Mr. John Masefield, 200.

TEACHERS, PITY THE PUBLISHER!

BY A VICTIM.

The motto of our house is not "You want the best books; we have them!" but we do pride ourselves on our organization.

There is no need for my day to start before ten in the morning, and with the perfection of system we have arrived at there is no chance of its lasting after five p.m. When I arrive at my desk I know the work is proceeding evenly, and there is no need to tour the departments to see that co-ordination has not been forgotten.

A messenger is distributing the MSS. which have arrived by the first post to the different departments, where readers can start work on them as soon as they have been acknowledged. All our readers have had at least ten years' practical teaching experience, and it is our boast that no MS., whether it be an appreciation of Caedmon, a collection of stories from Malay authors, or a treatise on polar co-ordinates, need ever be sent out of the office for an opinion. In the clerk's office the correspondence is being rapidly collated with the card indexes, so that all available information may be speedily accessible. We are fond of our card indexes; in fact, we more or less run the business on them. One tells us from where we may expect MSS., so that we can hurry up recalcitrant authors; another gives all information as to books submitted to and approved by education authorities; others give lists of people known to be interested in special subjects; drawer after drawer contains cards, classified into subjects, giving the name of and information about every teacher with whom we, as a firm, have come in contact, so that on hearing from him we know at once his record as it concerns us; another—the master index—has a card for each school, giving all details of its peculiarities, the books published by us it has adopted, the books it has asked to see (correlated, of course, with the teachers' index), and its attitude towards our travellers. In the general office the manufacturing staff is at work; one busily finishing the arrangement of the diagrams for a scientific volume; another examining paper samples; a third, a meticulous Scot with half the letters of the alphabet after his name, studying proofs, noting inaccuracies, re-casting a sentence here and adding a touch of personal scholarship there. The press section is busy, too, drafting prospectuses and circulars, studying the educational papers for hints of competition and untilled fields, labouring over copy for advertisements; while ever and anon a reader is summoned to confer on a prospective market with a teacher who has paid a voluntary call.

Travellers come with information, leaving reports on the schools they have visited and the books they have been asked for; clerks visit me at ten-minute intervals, fresh from the card indexes, to report that of a book we have just published thirty-five per cent. more specimen copies have been asked for than were required of its sister, and suggesting a press and personal campaign; to inform me that Derbyshire is displaying marked interest in French poems, and to suggest that our third traveller, who took his degree at Oxford and taught modern languages at Harton for five years, be sent to stimulate the area and gain information at once; to say that Mr. Taffy, of Penllanbwch, has asked for nine specimen copies in three weeks, and hadn't he better be

asked to write the last word on the subject himself? Coloured graphs, mechanical scales, plasticine maps, brought up to date daily, enable me to keep in constant touch with sales and interests; daily the departmental managers meet to discuss co-operation over lunch.

Yes. It's a weary business, really. If I'm not there at nine I shan't have time to open the post before my first appointment is due; there's a book on Alaska in and the only possible known reader is in Samoa for three years; after ten years' neglect teachers have suddenly started their classes on world history, and we've only got a hundred copies in stock to cover orders for three thousand, and if there's more than five days' delay they'll all cancel the orders and buy MacHarman's publication instead. I want to know what the status of — School is, and there's nobody who will tell me; I want to know if Z. Z. Smith is a live teacher or a crank, and if we know anything about him already which will help me to deal with him, and there's nothing I can turn to. If I don't settle the sizes of those illustrations the book won't be out in time for next term's work. There's an article in the *A.M.A.* pleading for the teaching of solid geometry, and for the life of me I can't think of anyone who could write a book on it. The learned reviewer points out a score of inaccuracies in a book—all because the author didn't read the proofs and left us to do it. It's the last day for sending in three advertisements, and there's no copy ready. We must circularize that book and we've run out of prospectuses, and, anyway, the Roneo's out of order. Our traveller is complaining that he's been unable to gain admission to eighty per cent. of the schools he visited last week. I've seventeen MSS. to read myself, and some of them were submitted four months ago, and if I get down to this month's educational press by midnight it will be as much as ever I can manage. Oh, and don't I wish I was a schoolmaster and only had to buy the books and teach from them, instead of having to produce and sell them.

Conference of Educational Associations.

The preliminary announcement of the sixteenth Annual Conference of Educational Associations at University College, London, from December 29th to January 6th, is just received.

The President (Sir Michael Sadler) will deliver his inaugural address on the opening day at three p.m., and has chosen as his subject "The Educational Outlook."

At the first Joint Conference (on Friday, December 30th) the following will speak on the subject, "Linking-up in Adolescent Education:" Miss M. H. Meade (Bolton School), Mrs. Millington (late of Haverstock Hill Central School), Mr. G. R. Parker (Chairman, Assistant Masters' Association), and Mr. T. B. Tilley (Durham Education Authority).

"The Equipment of Schools" will be discussed at the second Joint Conference (on Wednesday, January 4th), and the following are among the speakers: Miss Catnach (Wallasey High School), Mr. T. Taliesin Rees (Birkenhead Education Authority), and Mr. H. G. Wood (Messrs. Nisbet and Co.)

THE TUDOR MUSIC REVIVAL.

BY REGINALD TANSLEY.

One of the most interesting evidences of the musical renaissance which has been taking place in England during the last ten or twelve years is that of the Elizabethan Music Festival, which is to be held in London this month. It has always been a tradition that in the madrigals and songs of the Tudor period we had a store of music which, for variety, merit, and individuality, was ahead of that produced by any other nation, but it was not until the advent of the Festival three years ago that the musical public generally had an opportunity of realizing what really splendid music it was.

It only needs a cursory reading of the history of the Tudors, and especially the reign of Queen Elizabeth, to understand the tremendous virility of the England of that time, and the spirit of youth and adventure prevailing in all branches of activity and thought. Music, the most sensitive of the arts, had, at the end of the sixteenth century, emerged from the stage of experimental and tentative effort, and achieved a medium of expression in choral singing that in its own particular line has never been surpassed. All art of any sincerity of purpose is full of the spirit of the age in which it is produced; we can almost tell from it the animating force behind the collective mind of the day in every department of life. Nobody can listen to a representative programme of the best Elizabethan music without being impressed with its straightforwardness, freshness, and youthful vigour—qualities abundantly evident in all other walks of art and action of that time. Above all, it is essentially English in thought and expression, for though the first madrigals were brought from Italy, the genius of our composers was such that in two or three years they had transformed them into a form of music as national as the plays of Shakespeare and the lyrics of the best Elizabethan poets. It is an interesting commentary on this spirit of intensely characteristic influence and energy that, in the year of the Armada, with its inevitable disturbing influence on the mind of the nation, and the great social upheaval its success would have meant to us, the first book of madrigals published in England should have come from that most English of composers—Thomas Morley.

Madrigals were, in the reign of Queen Elizabeth, one of the most democratic forms of music. Nearly everybody sang them, and the lower classes cultivated singing rounds and "catches" to an extent that has become a by-word. The practice of madrigals as a social recreation was widespread, and it had the supreme artistic merit of being done for its own sake, for the day of the "star" artist, commercialism, and the royalty ballad lay far ahead. (It must not be forgotten, however, that Byrd and Tallis, two of the greatest figures among Elizabethan composers, were granted a patent in 1575 for the sole rights of selling music paper, a privilege which existed for a considerable time.)

The well-balanced choir will do itself far more justice in music of this type than in some of the large choral works that, with a misguided enthusiasm, are so often undertaken. For purely social "music makings" there is nothing to equal madrigal singing; a party of seven

or eight well-equipped vocalists is quite sufficient for the satisfactory performance of most of the madrigal literature now published. It is a kind of chamber music, and, like the performance of piano trios and string quartets, yields the most happiness and pleasure when done for its own sake—"Music between friends," as it has been aptly described.

He would indeed be a bold prophet who would venture to foretell with any degree of certainty the channels in which our national music will be flowing at the end of the next twenty years. But it does seem clearly evident that one stream of it, while keeping abreast of the best tendencies of to-day, is harking back to the English folk song and the Elizabethan madrigal for the sources of its inspiration, and becoming more and more influenced by causes which will make it essentially national. The best of the Tudor music is as fresh, and full of life and beauty, as when it was written; it is as purely English as any form of plastic art we have, and for those who wish to essay a new path of musical discovery, it offers almost endless and fascinating rewards.

London School of Dalcroze Eurhythmics.

The admirable enterprise of Mr. Percy B. Ingham, aided by the encouragement of musicians of the standing of Sir Hugh Allen, Professor Granville Bantock, Dr. Arthur Somervell, and Sir Henry Hadow, has given to Dalcroze Eurhythmics an established position in modern musical training and in general education. By degrees this position is coming to be recognized, and we are glad to learn that there is an important movement afoot for the purchase of a more suitable building as the home of the London School of Dalcroze Eurhythmics. Subscriptions are invited towards the fund, either in the form of donations or as loans bearing interest at six per cent. Donations are preferred, and we urge our readers to contribute towards the extension and development of this valuable work. The training of teachers of Dalcroze Eurhythmics is the foundation of future success, and the results already attained are proof that the method is sound in principle. Donations should be sent to the Honorary Treasurer, Dalcroze Society, Incorporated, 17, Gower Street, London, W.C.1.

The Schoolmaster (loq.).

What can I do to the beast?
 He has held me to scorn:
 All the rich wisdom released
 This merciless morn,
 All that I sought to explain,
 To infuse with deep strength,
 Feeding and firing the brain
 (And at no little length),
 Striving, while making it clear,
 Much impatience to smother, . . .
 ALL . . . has gone in at one ear
 And escaped by the other.

G. D. MARTINEAU.

SCHOOLCRAFT.

BATTLES AND KINGS IN HISTORY LESSONS.

BY ROBERT MACINTYRE.

"In these new histories," so ran a publisher's circular which I picked up some time ago, "battles and kings are relegated to their proper position." Now, I wonder. Whether the publisher thought so or not is beside the point, for books must be sold; but, just because books must be sold, and must therefore be saleable, it clearly follows that a similar estimation of battles and kings must have found favour with the teaching public. What the estimation is we are all aware, for the very word "relegation" is ominous. The old-fashioned school textbook treated much of battles and kings. The new book "relegates" them to a different position. But is that position quite their proper one? I wonder.

It is coming to be adopted as a first postulate of school history to-day that it should deal rather with the development of society than with systems of government, with the masses rather than with their rulers, and with normal existence rather than with the special phenomena of war. Such a claim appears at first sight reasonable enough; but ought it to be upheld entirely without reservation? Setting aside for a moment the consideration of special concrete examples it must be conceded that fundamentally there can be no absolute separation between society itself and the system whereby it is governed, or even, save in exceptional and negligible cases, between society itself and the person by whom it is governed. Even where governor and government alike are imposed upon society from without they cannot be without effect—and great effect—upon its character and fabric. One cannot say that either the Norman Conquest, the Norman conqueror, or the Norman version of the Feudal System was evolved from, or even elected by, English society, and yet the profundity and extent of their influence upon it are at once obvious.

The new view of history, in its extreme form, is the direct negation of the old heroic view of Carlyle. The implication behind the new view is that there exists in society itself a kind of spontaneous generation, that new shapes and new conditions emerge from the womb of the old, and that few of the captains and kings of a country exert upon her history an influence at all commensurate with their former reputations. Doubtless it is possible on such an assumption to construct a textbook combining great interest with great information, yet as history, the result will be incomplete, for even where the general causes of change and movement are faithfully detailed, the *immediate* causes must often be omitted.

To imagine that one can comprehend a country's story without some knowledge of the great cataclysms of war is even more absurd than to try to dispense with the knowledge of its hereditary princes and its constitution. The period of great prosperity for Scotland, which coincides with the life of Alexander III, was in no small measure due to the personal agency of that monarch through the instrument of war. Again, if Scotland had been subjugated in 1314, instead of being admitted to an equal participation in the unions of 1603 and 1707, there can be no doubt that social life in Scotland to-day would have been vastly different from what it is. It might have shared, as it did in the eighteenth

and nineteenth centuries, in the development of its larger and more prosperous neighbour, or it might have lived the long tragedy of suffering, jealousy, and humiliation which was for centuries the lot of Ireland. Once more the agent was a king and the instrument was battle. Or are we to believe that the complete domination of France which was *not* established over Europe, and which did *not* remodel the face of the Continent, was averted by anything, under God, more clearly than by the genius of a William, a Marlborough, a Pitt, a Wellington, and a Nelson?

Not seldom, indeed, we find that war itself is a manifestation—at times the most notable of all—of society, its social aims and methods; the clash between conflicting civilizations or social fabrics, with the fate of nations as the prize of conquest. Creasy, acting on this principle, selects his "Fifteen Decisive Battles of the World." However we, in the twentieth century, may think of the appeal to force, it is scarcely legitimate for us to allow our admirable opinions to colour a retrospect. Was Persian domination to be established over all that counted in early European civilization? Was the Moslem to over-run Europe as he had already over-run Arabia and Syria and Northern Africa? Was Punic or Roman civilization to triumph in the Mediterranean? Was or was not Protestantism to make good its footing in Northern Europe? Was the leadership of the great German confederation to be entrusted to the thrusting and progressive Prussian, or was that responsibility to be thrown upon the already crazy and heterogeneous structure of the Austrian Empire? Was the Turk to carry his civilization, with his banners, beyond the Danube? Was the Baltic to become a Swedish lake, or the Black Sea a Russian? Was America, was Italy of modern times, to contain an united people? In every case the arbiter was war, and in most cases it is difficult to see what else the arbiter could have been.

Having admitted so much, to deny their place in history to those statesmen who were the agents, and to those epoch-making encounters, which were the instruments of decision, is at once futile and a thought ungrateful, "Such matters," as Stevenson truly says, "are not to be decided in a quaver of righteous sensibility."

But apart from this there is a further argument, depending upon the very conception of history, and yet another depending on the attitude of the child. To take the latter first, is it to be believed that the child can carry away with him more than a very small proportion of the "social and economic" fare which is presented to him? You cannot hold children from play (or old men, for that matter, from the chimney corner) with a tale of roads, bridges, spinning-wheels, and the apprenticeship system; a cock, a bull, a ship, a shoe, and a piece of sealing-wax. For one thing, such considerations have for a child no very obvious order. The time-sense, the narrative value, is more or less absent. What of all this the child does understand and lay to heart is obviously of very high educational value, calculated to aid in the formation of a thoughtful,

a progressive, an enlightened, and perhaps, a contented, citizen. But how much does he understand?

In perception of human problems on the other hand, of human character and temptation and endeavour, how is all this to challenge comparison with the lives and deeds of men whose names for generations have been household words, who lived like paladins, in the grand manner, and concerning whom we have at once a great body of tradition and a fund of more or less accurate information, well documented? Sidney said that the old historical ballads stirred his blood as with a trumpet. Could anyone imagine a treatise on mediæval sanitation (or modern, either) doing that?

Perhaps some rigid moralist may cast doubts upon the advisability of stirring the blood as with a trumpet; that way, he may say, lies militarism.

But militarism is only one sin, and unlike some sins it is not wholly ugly or repulsive. If one is to be frank with even social history one must relate not only how people ate their breakfast and obtained the means of paying for it (God knoweth oft-time very questionably), but how they were governed, what evil laws they had to obey, what salutary, what penalties they had to endure for disobedience, what diseases were brought upon them by their insanitary conditions of life, how circumscribed was their lot and how ignorant, how superstition and intolerance "made countless thousands mourn," how in the yeast of life, to borrow the sea-wolf's phrase, the biggest lump survived because it was the biggest. Mention must be made of the branks and the stocks and the pillory, of Bridewell and the beadle and the cart's tail, of Newgate and Jack Ketch and the High Toby, of the jail fever, the Black Death, the ducking stool, the *peine forte et dure*, the stake, the gallows, the justice high, middle, and low, the barbarous regiment of female servants, the Bloody Assizes, the *Gardylloo* of Edinburgh High Street, the beastly hulks that were ships, the rude Lascar-like method of taking one's dinner, the unpopularity of having one's bath, the infants and women in coal-pits, the slave-born slaves of Prestonpans of whom Hugh Miller speaks. Nay, you must round off the picture by an account of how society took its pleasure, the cock-fighting and the bear-baiting, with a few words upon the mild and beneficent forest laws. Verily, peace hath her villainies, no less renowned than war.

If men and events were of no other moment in history teaching they would still be important for two reasons: the establishment of chronology and the provision of convenient frames for such pictures of social conditions as are essential. Where they are great men and great events they are types of heroic manhood and endeavour which stand not for an age, but for all time, teaching how to live, and, upon occasion, how to die. The historian is right to point out that war is not all drums and trumpets and banners, but he misses something if he fails to make clear the heroism amid all the mud and blood and vice.

Men do not always go to war for nothing, and there are worse things in the world than monarchy. There is, for instance, oligarchy. There is also anarchy, and, some might even feel tempted to add, there is democracy. But upon that it is not in the province of this little article to offer an opinion.

TALES OF SCHOOL LIFE.

BY A RECENT SCHOOLBOY.

Of all novelists writers of school tales seem least able to devise a central, original plot. With some exceptions they are content to serve up the same hash of extravagant and hackneyed incidents. Boys do not like this, nor do they like moralizing.

The characteristic of a school tale is the absence of school. Lessons, if mentioned at all, are the scene of "rags" played on a master astoundingly mild. On the other hand, sport is very prominent. In his first cricket match the hero does the "hat trick" in the first innings, and, finally, wins the match by hitting a ball so hard that it breaks the pavilion clock. He is chaired from the field.

The boys in the form consist of the "rotters" and the chums of the hero. One feels sorry for the "rotters:" they are so patently bound to fail. They try the most ingenious traps to keep the hero from the cricket match in which he is to score the winning hit. Some of them are deeply in debt because of playing billiards in a public-house. They even cast suspicion on the hero by stealing a valuable postage stamp. Poor fellows! They do bring home to one the misery of entering public-houses!

In chapter three the traditional bully blusters in. Soundly trounced by the hero in chapter four, he falls to such low tricks as apple-pie beds. His supporters begin to persecute the hero. Soon, however, a secret society rears its head, complete with codes, mysterious initiation ceremonies, and amazing activities. By the time that an old pirate's cave is discovered it effectively supersedes the Board of Governors.

Except for one officious member, the masters are harmless. They meekly collect old maps with the marks rubbed out. The boys write lines with two pens (pleasant accomplishment!), and evade all detentions.

The midnight feast in the dormitory is raided by some other dormitory. The attack is beaten off by a hose pipe. Despite this midnight orgy the hero is in fine trim next day to beat a professional runner in a three-mile race at the local sports.

In one type of tale the hero's father is ruined. The hero works hard for a scholarship, only to find that his father has retrieved his losses. It must be very provoking to do all that work for nothing.

Through the pages of these books wander the sons of millionaires with their limousines, fine forgiving head masters, cracksmen, fabulous uncles and aunts from Australia.

And yet, what is better than a well-written school tale? Both young boys and old boys enjoy it. Such books are few, for the school tale needs not a condescending author, but one who has not yet lost that fountain of joy and high spirits—the enthusiasm of youth. If an author has not this he had better write adventure stories, in which external details, not an inner spirit, are needed. A school tale must have no other purpose than an ordinary novel: it must not be didactic. Like any other novel it needs a central plot, originality, and yet truth to nature. More than any other novel it demands sympathy and insight.

MODERN SCHOOLING.

An American Commentary.

In the October issue of *Harper's Magazine* there appeared an entertaining essay written by Charles A. Bennett, under the title "Collapse of a Modern Parent." We are introduced to Henry and Edith, the parents of Henry Junior, whose infant years have been guarded with infinite care, enlightened by all the latest treatises on baby-foods, vitamins, and the rest. The story continues:

"All this time, of course, other problems were pressing upon us. Play, for instance. When you and I were kids we just had the usual toys and the usual games: our parents in their rough unthinking way let things take their natural course. But that is all changed now. When the modern child plays he must play with a purpose, whether he knows it or not. All play is educational, a preparation for the sterner tasks of life. So we got blocks for Henry that developed his feeling for rhomboids, cones, and parallelepipeds, odds and ends of paper and cloth that trained his sense of touch and colour, all sorts of devices for educating his judgment of distance and his sense of rhythm.

"And then putty! They don't call it that any more. It is plasticene or modelling clay. My dear man, you have no idea to what an extent the education of the modern child depends on putty. Tons and tons of it. This is to give the creative impulse a chance. It isn't enough to read about the Homeric heroes or the *Mayflower*; the child must render them in putty, otherwise he will suffer from that most terrible of maladies—balked disposition or frustrated creativity. Oh, and sand! I forgot sand. One ton of sand and half a ton of putty were Henry's first text-books. I expect him to run away any day, as boys of old ran away to sea, to become a builder's apprentice.

"When Henry was five or six years old we sent him to a small private school, conducted in accordance with the latest scientific methods. I wish you could have seen his first report. It hardly mentioned his lessons. But there were about twenty different headings, all concerned with the child's habits, and giving him a mark of 'A,' 'B,' 'C,' and so on. We gathered that Henry was 'B' on sitting up straight in his chair, 'A' on standing on two feet—whatever that meant, 'D' minus on keeping his desk clean, and only 'C' on sticking (or not sticking) his pencil in his ear. The parents were asked to co-operate in eliminating these detestable habits. I don't know that they talked of bad habits, still less of original sin: I think they called it Improper Adjustment or Poorly Conditioned Reflexes.

"Well, Henry's reflexes certainly needed attention, and we took them in hand seriously. Then we went to a lecture in which the man said that a child's habits are all irrevocably formed by the age of five years, so that apparently there was nothing for us to do but stand helplessly by and watch the march of events. So we abandoned the attack on reflexes and looked forward to a rest both for ourselves and Henry.

"But alas, we released ourselves from the tentacles of the psychologists only to fall into those of the doctors."

Here we are told how Henry Junior had a cold, and how the doctor came and looked down his throat, and how

thereafter the boy was found to have one thing after the other wrong in his inside. The story ends thus:

"And now I approach the last act of this tragedy-comedy, the great problem of school. We soon discovered that you don't select a school any more: you select a Plan. There is the Syracuse Plan, the Detroit Plan, the Wolverhampton Plan, the Hook of Holland Plan, and God knows how many more. Each stands for a different educational philosophy. The Syracuse Plan, for example, says that the pupil must never be forced to study anything he does not want to study for fear of impeding the free expression of his individuality. Under the Geneva Co-educational Plan the boys are taught sewing, cooking, nursing, while the girls are taught carpentry, gardening, and business administration. The experts of Wolverhampton require eight hours a day of carpentry, hedging and ditching, lumbering, and so forth, so that in the evening, when the physical energies of the body have been tranquilized by exhaustion, the mind may be set free for uninterrupted intellectual work. The Hook of Holland Plan, I believe, dispenses with teachers entirely. But I confess I never mastered its details. In fact, I never mastered any of them. The only thing that was clear was that whichever one we chose we should be missing the guaranteed advantages of the others.

"One evening while we were in this state of bewilderment we were invited out to dinner to meet a Mrs. Todhunter, whose husband is superintendent of schools somewhere. She spent the entire evening expounding The South Orange, New Jersey, Plan. That was the breaking point. On our way home Edith said to me:

"'Henry,' she said, 'I can't stand the responsibility of Henry's education any longer. It would take a Rockefeller Institute of Experts to do the job as it ought to be done. And as we can't afford an institute I guess we'll just have to leave him to Nature.'

"So that is why you found Henry in a compromising situation with a cigarette this afternoon. It's not my idea, of course: it is Nature's Simple Plan.

"I think I can bear it," he added reflectively a few moments later, "as long as no one starts to call it An Improper Adjustment."

The Leeds Fund.

Leeds University Fund has now reached over £400,000. This includes the £100,000 given by Sir Edward Brotherton and £2,000 given by the Yorkshire Ladies' Council of Education through Princess Mary.

The Adult Education Committee.

The reconstituted Adult Education Committee, appointed by the President of the Board of Education, contains the name of Major-General Sir Frederick Maurice, K.C.M.G., C.B., Chairman, in place of the Rev. R. St. J. Parry, D.D., resigned, and among the new members are Miss May Curwen, Alderman J. Houston, J.P., Mr. E. F. Leicester, Dr. A. D. Lindsay, C.B.E., LL.D., Mr. J. W. Muir, Mr. John Murray, and Mr. E. J. Sainsbury, O.B.E. Mr. G. G. Williams is secretary.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

In Relief of Distress.

The November meeting of the Executive was an unusually long one. Miss Gardner, one of the Lancashire representatives, drew attention to the havoc wrought in the Fleetwood district by the recent gale. She said there was great need of immediate help, and suggested the National Union should subscribe to the Relief Fund opened on behalf of the sufferers, a large number of whom were school children. Standing orders were suspended in order to deal with the matter, and a sum of £500 was voted at once for the benefit of the children concerned. On the motion of the Treasurer, a telegram was sent to Captain Saer, the Mayor, informing him of the Executive's action.

The Carmarthenshire Case.

The "peaceful way out" of this protracted salaries dispute has now been found. The Burnham Committee has asked Lord Burnham to re-hear the case, and he has consented to do so and to give his decision as to the scale (or scales) which should be adopted by the Carmarthenshire Authority. Lord Burnham has appointed December 1st as the day on which he will hear the statements of parties in the case.

This satisfactory turn in events is the direct result of representations to the Burnham Committee by the President of the Board of Education. Procedure, it is anticipated, will be similar to that followed before Lord Burnham's general award for the period 1925-31, and, of course, the N.U.T. representatives will present a case for the award of Scale III. The Carmarthenshire Authority has always contended it was "prevented" from putting its case to the arbitrator in 1925, but this has never been admitted either by the Burnham Committee or the National Union. The President of the Board, however, after hearing both sides on this point, came to the conclusion there had been a "misunderstanding" between the Local Authority and the local teachers at the time, and so the Burnham Committee, accepting the President's resultant suggestion, agreed to refer the dispute to Lord Burnham. The terms of reference to him are those under which he acted as arbitrator in 1925.

The Case of Mr. Towers.

The case of Mr. J. Towers, whose certificate was withdrawn by the Board of Education before last Easter, and whose position was debated at the last annual conference of the N.U.T., was again discussed at the November meeting of the Executive. Mr. Towers has been sustained by the Union since the Board's action deprived him of his means of livelihood. The question of his sustentation, however, was not the matter under discussion by the Executive. It was concerned with a more important issue.

The Executive and members of the Union generally are gravely concerned that the Board of Education has the power to withdraw completely and finally its recognition of a teacher. They are concerned because

such power may—as in the case of Mr. Towers—be used arbitrarily and without due regard to either the nature or degree of the offence with which the teacher is charged. The Executive, therefore, determined to keep the case of Mr. Towers before the public, and in view of this the Chairman of the appropriate Committee has undertaken that the whole position shall be reviewed.

Individual Examinations.

The Executive has decided to accept the invitation of the Association of Education Committees to discuss with them the vexed question of the individual examination of school children by an "outside" examiner. The acceptance of the invitation does not in any way indicate a change in the attitude of the Union to external examinations as tests of school efficiency. The resolution of acceptance reads: "That the invitation of the A.E.C. be accepted on the understanding that the course of the discussion at the joint meeting should not necessarily commit either body, and that the Union's scheme for the promotion of children should be considered side by side with the scheme of the A.E.C."

The question of the grading of head teachers' salaries, referred to in these columns in October, was discussed by the Reference Committee at its last meeting. No decision was reached, but the question is to be discussed again at a meeting of the Committee in January.

It is confidently expected that the membership returns of local associations of the Union will this year give a total membership of the N.U.T. exceeding that of any previous year in its history.

A large number of motions adopted by the conference of the National Federation of Head Teachers was reported to the Executive at its last meeting, and these, together with other motions, are to be considered when the Executive is framing its own motions for the Cambridge conference next Easter.

The question of the staffing of schools was considered in November, and it was decided to ask the Board of Education to receive a deputation on the application of its policy in a particular case.

Mr. F. Mander, President of the Union, was entertained at a dinner given in his honour by the Luton Association on 10th November. There was a large gathering, including Lord Burnham, Mr. H. M. Richards, representatives of the Luton Education Authority, Mr. F. W. Goldstone, Mr. J. H. Lumby, and several well-known members of the Executive.

Alderman Michael Conway, until recently a member of the Executive, was unanimously elected Lord Mayor of Bradford on 9th November. His address to the City Council dealt mainly with matters educational. Messrs. Mander, Barraclough, Bentliff, and Penlington, together with Mrs. Manning (all of the Executive of the N.U.T.) were present at the installation, and afterwards at the civic luncheon.

BLUE BOOK SUMMARY.

Adult Education : Pioneer Work and Developments.

Yet another report by the Adult Education Committee of the Board of Education has been issued, and these nine papers—the present one is Paper No. 9—deal with a very modern and very interesting branch of the Board's work. This little book of eighty pages, under the title "Pioneer Work and other Developments in Adult Education," not only describes the changes that have taken place since the issue of the new Adult Education Regulations in 1924—grants had been previously made under the regulations for technical schools—but, as the title suggests, lets us into some of the history of a movement that started far back in the nineteenth century. At the outbreak of the war the term "Adult Education" was commonly used to denote the activities of University Extension Societies and of the Workers' Educational Association, as well as the aims of other bodies, religious and social, that were becoming interested in educational work among adults. But it was not a term "familiar to the man in the street," nor did it bulk large at Educational Conferences, though there were, in fact, 110 University Tutorial Classes and eighty-two One-year Courses (as they would now be called) in receipt of grant-aid from the Board of Education in the year 1913-14. "It would no doubt have surprised even the most hopeful in the movement at that time if they had been told that within a few years adult education would become a universally familiar term and the benevolent intentions of all political parties towards it would form part of their election pledges."

In 1919-20 University Tutorial Classes were double in number those of 1913-14. In the following year the number was 299. In 1921-22 it was 353. The One-year Courses in that year were four times the number of 1913-14. Matters were moving at this rapid rate when the Board set a limit to their grants, and development stopped; 1922-23 showed a decline, clear proof of the dependence of the movement on Exchequer grants. The set-back was not for long, however. Stimulated again by the new regulation of the Board, the University Tutorial Classes jumped up the same year to 454, and the Preparatory, One-year, and Terminal Courses outstripped them by reaching 526. In 1925-26 the numbers were 493 and 606.

These statistical figures show two things very obviously—the movement has been making rapid strides since the war, and the shorter courses have tipped the balance unmistakably. But these are the figures which relate to activities which are the concern of the Board's regulations only. "They take no account of the classes promoted by local education authorities . . . they take no account of classes and courses organized by voluntary bodies, but not conforming to the Adult Education Regulations." And when they are taken into account, as the report of the committee does, the change in the balance of adult education is far more striking and gives rise to a number of important questions. What these questions are the committee indicates in the opening chapter, and then proceeds in the succeeding sections to examine the present

organization of One-year Terminal and similar courses, and makes suggestions as to their future organization. One point they make clear—they consider it an essential condition of the healthy development of the whole movement that the high standard at present required in the more intensive courses recognized under the regulations should be maintained. "Nothing could do more harm to the movement or more quickly defeat the high aims which it has set before it than the feeling that new developments involve the lowering of standards."

The next half dozen chapters, dealing with the organizing bodies, students, buildings, courses of study, teachers, the countryside problem, are based on the answers received to a questionnaire sent out to a number of voluntary bodies, like the W.E.A., the National Industrial Alliance, the Educational Settlements Association, the National Adult School Union, the Co-operative Union, the Education Committee of the National Council of Y.M.C.A.'s, and the National Federation of Women's Institutes. The replies to these questions were subjected to an extremely able scrutiny, and the Committees have set out their comments in a very interesting manner. A page or two at the end of the report sets forth their principal conclusions and recommendations. Three other chapters discuss "The Place of the Local Education Authority," "The Place of the University," and "The Special Position of Wales." But perhaps the most interesting part of the whole report is covered by Sections 25 to 38 in Chapter 2. It describes those two forms of enterprise typified by the London Working Men's College (founded in 1854) and by the institutes established within the last ten years by the direct activity of the Local Education Authority in London. As to these last copious extracts are made from Educational Pamphlet No. 48, which is a report by inspectors on the L.C.C. Institutes. The experiment of these Men's Institutes, which broke new ground in 1920, has been an undoubted success. Their results provide the answer to the question: "Why offer education to people who do not want it?" By their means, "some thousands of men have been taught how to use their leisure to better advantage; they have discovered new interests and new powers in themselves." Institutions such as these show what a wise authority may do in a thickly-populated city to bring some gleam of light among people for whom the claims of "higher education" has no sort of appeal. Men who will be repelled by an advertisement of a course of "lectures" will be attracted by an educational movement which announces itself as the formation of "The B— G— and District Society." The Committee draws no hasty inferences from these excellent Men's Institutes, but, while they would regard as a retrograde step the substitution of the methods of Institutes for those of the typical Workers' Educational Association class among those who are capable of pursuing academic methods of study, they consider that there is room in many urban areas for similar experiments, and that the local authorities themselves might explore the need and the possibilities.

NEWS OF THE MONTH.

Exeter's New Hostel.

The Duchess of York opened the new Hope Hall, at Exeter, last month, one of the new halls of residence for women students of the University College of the south-west. The extended building almost doubles the original accommodation, and the new wing contains thirty-one study-bedrooms and a spacious dining hall. The new university is making rapid progress. It was in December, 1926, that Mr. Bruce, Prime Minister of Australia, cut the first sod, and the Prince of Wales laid the foundation-stone of the new building last June. The £100,000 building and endowment fund is still in progress.

A New Chair for London.

The University of London is appealing on both sides of the Atlantic for money to enable a new chair to be endowed—one devoted to American History and the relations between this country and the United States. In this it will be following the lead of Oxford, which established a similar professorship a few years ago. A portion of the £30,000 required will be used for the provision in University College of a library of American History. Promises of subscriptions may be sent to Mr. G. H. Putnam at the American headquarters of the English-Speaking Union, 19, West 44th Street, New York.

Mr. Baldwin at Birmingham.

Mr. Baldwin, who was once a student at Mason College, Birmingham, recently opened the new biological buildings of the Birmingham University, and was made honorary LL.D. In proposing the toast of "The University," at a luncheon, the Prime Minister said: "I regard it as of the very first importance to hold aloft and never to lower by one fraction for any popular clamour the standards of knowledge and of education. . . I believe that in time the people of the country will learn to realize that the teachers in these universities are the helpers and the servants and the friends of humanity, and when once that essential truth has been grasped there will be no doubt that all the help you need in material matters will be forthcoming."

Nottingham's New Code.

Teachers in Nottinghamshire have recently been put under a new set of regulations governing the honourable discharge of the pedagogic functions. Under certain conditions the Education Committee will give reasonable facilities for the discharge of important public duties during school hours—sitting on the local bench of magistrates, for instance. It seems that outside duties have been allowed to interfere with school work, as when a teacher in his capacity as chairman of a District Council was called out of school to answer the telephone on public business. In future, correspondence and business concerning anything outside the school must be attended to at home; and persons must not be permitted to enter the school during school hours to discuss anything not connected with the affairs of the school.

Widnes's New Director.

The new Director of Education for Widnes is Mr. J. G. Finlayson, M.A., assistant inspector under the Bristol Education Committee. As a boy he went to the Holy Trinity National School at South Shields.

The School Leaving Age.

Burnley Education Committee have been in the habit of allowing children of fourteen to leave school before the end of the term, but discontinued the practice after hearing what the Board of Education had to say about it. A Sub-Committee has, however, recommended that applications for permission to leave be considered, and that the Rota Committee be empowered to give it. It will be interesting to learn what the Town Council and the Board will have to say now that the recommendation has been approved.

Manchester and Marriage.

Manchester Committee held a discussion on the married woman teacher. Miss Lee was for retaining the service of five ladies who had married. Mrs. Dora Taylor agreed. Mr. Stott held that wifehood and motherhood were incompatible with teacherhood. Mr. Burditt thought that to have married women imposed a hardship on the single ones who wanted posts. A woman should not marry to keep her husband. If he couldn't keep her she shouldn't marry him. Mrs. Iliffe, a married woman, agreed with Mr. Stott. A woman teacher who married could not fulfil her duty to her home and to the Education Committee. The five applicants who wished to prove that they could were denied their request.

Barnet Grammar School.

Barnet Grammar School, after a life of 350 years, has been doomed. Hertfordshire County Council has decided that the old school shall be superseded by a new County School, costing £50,000, which will be owned and maintained by them, and managed by a specially appointed body of governors. The school's old Tudor Hall, it is hoped, will be preserved. The new school will be erected in 1929-30, and the present proposal is that the governors should be constituted as a Sub-Committee of the Education Committee.

Two Appointments.

Mr. Cyril G. M. Broom, M.A., head master of Colfe's Grammar School, Lewisham, has been appointed head master of Emmanuel School, Wandsworth, S.W. He enters upon his new duties at Easter.

Miss Lydia Barton, B.A., senior history mistress and also second mistress at Blackheath High School for Girls, has been appointed head mistress of the Skinners' Company Girls School, at Stamford Hill. She succeeds Miss Emily Newton, who has been head mistress since 1900.

The Late Dr. Walter Seton.

The Seton Memorial Fund will close on December 31st. Friends of the late Dr. Walter Seton, many years Secretary of University College, London, who have not yet subscribed, are requested to communicate before that date with Mr. E. B. Hicks, at the College. The memorial scheme includes a tablet or medallion, a Seton Room for quiet study at University College Hall, Ealing, and a memorial lecture on some subject connected with St. Francis of Assisi.

LITERARY SECTION.

BOOKS AND THE MAN.

The Next "Step."

I confess that I have little faith in "steps" where education is concerned. Looking back on the history of education we can, if we choose, pick out movements which were so important as to merit the name of steps in the retrospect, but it is probable that by contemporary eyes they were not recognized as steps at all. Changes in education are the result of changes in social and intellectual standards, and, as the law always lags behind morality, so does our educational system lag behind the best educational opinion of the age. The discerning student of the history of education knows that methods and schemes which are now being thought of as possible were advocated centuries ago by writers of note.

With this in mind I have been reading the little volume issued by the University of London Press at the modest price of 3s. 6d. It is entitled "The Next Step in National Education," and embodies the conclusions of an informal but highly important group of experienced workers in education. For my own part I was much encouraged when I saw that the chairman of the group was Mr. R. F. Cholmeley, and that among his colleagues were such sane counsellors as Mr. F. W. Goldstone, Sir Benjamin Gott, and Professor Nunn, with Messrs. G. S. M. Ellis and A. J. Lynch as secretaries and Viscount Haldane casting a benevolent presidential eye upon their deliberations.

From a team which includes these practical experts I look for balanced good sense, and here it is. The general conclusions give full support to the recommendations of the Hadow Report, urging that these should be put into practice at once, especially as regards an extension of the school age, with the corollary of a thorough re-organization of schools.

The various sections of the volume treat in skilful fashion the problems of re-organization, setting them against a historical background. We are shown also the dimensions of the problem, and it is somewhat startling to find that over 900,000 of our young citizens between the ages of fourteen and sixteen cannot be found in any of our places of instruction. This means that nine out of every fourteen children between the ages mentioned are under no systematic guidance. Presumably the great majority are wage-earners, many of them destined to become casual workers or unemployed as soon as they require insurance cards and higher wages. It would be well if members of Parliament could recall in vivid fashion what they were at the age of fourteen, and ask themselves whether they were really fit for wage-earning then.

As to remedies, the Report gives a valuable survey of the work of Day Continuation Schools in London and elsewhere, with a sketch of the Central School movement and a chapter on the elementary system. The necessary re-organization and extension will be costly, it is true, but in the long run it will prove to be economical, for no waste is greater than that of youth.

SELIM MILES.

REVIEWS.

CHRISTMAS BOOKS.

It would be interesting if we could put together a collection of the Christmas books of 1877 with one of 1927. The contrast would tell us many things concerning our changed attitude towards children, the greater variety and range of the modern child's interests, and the progress made in book production, especially in regard to illustrations. Below we give notes, necessarily brief, on the books issued by publishers for the coming Christmas.

A. AND C. BLACK, LTD.

Peeps at Great Explorers: Columbus: by G. E. Mitton. 2s. 6d. net.

The Three Helens: by A. Legion. 2s. 6d. net.

An Exciting Term at Monks Eaton: by N. Hewitt. 2s. 6d. net.

Two excellent school stories for girls and boys respectively, with an admirable account of the voyage of Columbus, which is worthy of a permanent place in the school library.

BLACKIE AND SON, LTD.

Ancient Egypt: by D. Mackenzie. 1s. 6d. net.

Babylonia and Assyria: by D. Mackenzie. 1s. 6d. net.

In the Days of Prince Hal: by H. Elrington. 1s. 6d. net.

Uncle Tom's Scrape: by Theodora W. Wilson. 2s. 6d. net.

The Rover's Secret: by H. Collingwood. 2s. 6d. net.

With the Allies to Peking: by G. A. Henty. 3s. 6d. net.

Lavender at the High School: by E. C. Matthews. 3s. 6d. net.

The Guide Camp at Herons Bay: by Margaret Middleton. 3s. 6d. net.

The Riddle of Randley School: by A. Judd. 3s. 6d. net.

Blackie's Boys' Annual. 5s. net.

Guidance in the choice of Blackie's books is furnished by an attractive booklet, obtainable on application to the firm. The specimens sent to us are remarkably low in price, but by no means cheap in quality. The two by Mr. Donald Mackenzie will certainly arouse interest in ancient times, and the rest contain a judicious mingling of story and adventure. Once more we welcome the "Boys' Annual," a gift book which is sure to please.

JONATHAN CAPE, LTD.

A Sailor of Napoleon: by John Lesterman. 7s. 6d. net.

Here is a book which is an excellent example of good printing and binding, with contents worthy of their garb. The illustrations by Rowland Hilder deserve special mention, and no boy can fail to be interested in the story of Marcel Cortés and his English friend, John Fogarthy.

CASELL AND CO., LTD.

The Head Girl's Secret: by Doris A. Pocock. 2s. net.

The Guides at Calamity Hill: by Nancy M. Hayes. 2s. 6d. net.

Feverham's Fag: by John Mowbray. 2s. 6d. net.

The Odd Family: by Janet S. Aldis.

Models to Make: by A. D. Stubbs. 5s. net.

We have all known Cassell's books from our childhood, and the present collection is as good as ever. For our own choice we should take the last-named, with its wealth of suggestions as to things to be made and its clear directions as to how to make them.

CIZEK POST CARDS.

It will be remembered that some years ago an exhibition of the work done by young pupils in Professor Cizek's art class in Vienna was shown here, and great admiration was expressed for the ability displayed. The Austrian Red Cross has now issued two sets of post cards in colour, reproducing these and other pictures. The price for a packet of ten cards is 1s. 2d., post free, and orders should be sent to the Austrian Junior Red Cross, Stubering I, Vienna I, Austria. If 100 cards are ordered the price is 10s., and there could be no better form of Christmas card for children.

CONSTABLE AND Co., LTD.

The Thompson Seton Nature Books :

- Animal Heroes.
Rolf in the Woods.
Monarch the Big Bear.
Two Little Savages.
The Book of Woodcraft and Indian Lore. 7s. 6d. net each.

Mr. Ernest Thompson Seton has a permanent attraction for boys and girls. He turns animals into friends without making them foolish. "The Book of Woodcraft" is an encyclopædia of Scout lore. All the books are illustrated by the author in a series of spirited drawings.

J. M. DENT AND SONS, LTD.

- The Pilgrim's Progress : by John Bunyan. 5s. net.
Heidi : by Johanna Spyri. 5s. net.
Una and the Red Cross Knight and other Tales from Spenser's Faery Queene : by N. G. Royde-Smith. 5s. net.
The Adventures of Don Quixote of La Mancha : by M. de Cervantes. 5s. net.
Grimm's Fairy Tales. 5s. net.
Stories of King Arthur and the Round Table : by Beatrice Clay. 5s. net.
The Hunted Piccaninnies : by W. M. Fleming. 6s. net.
Mrs. Leicester's School : by Charles and Mary Lamb. 6s. net.
The Wind that wouldn't Blow : by A. B. Chrisman. 7s. 6d. net.

A glance at the above titles shows that Messrs. Dent and Sons have wisely pinned their faith on established favourites. It should be noted also that they have dressed them worthily. Nothing could be more handsome than the volume containing "Mrs. Leicester's School," with the beautiful pictures by Winifred Green. In "The Wind that wouldn't Blow" there are some striking silhouettes by Else Hasselriis to accompany a delightful Chinese tale, and the illustrations prepared by Frank C. Pape for "The Pilgrim's Progress" are unusually good. Any of this year's Dent books will be a safe choice.

GEORGE G. HARRAP AND Co., LTD.

- The Princess who Grew : by P. J. C. de Vries. 1s. 6d. net.
In the Days of the Guilds : by L. Lamprey. 3s. 6d. net.
The Mystery Message : by T. C. Bridges. 3s. 6d. net.
Master Skylark : by J. Bennett. 3. 6d. net.
Rifle and Tomahawk : by Mona Tracy. 3s. 6d. net.
Knights of the Wheel : by Alfred Edgar. 3s. 6d. net each.
A Treasury of Tales for Little Folks : edited by Marjory Bruce. 5s. net.
Heroes of Modern Adventure : by H. H. Tiltman and T. C. Bridges. 7s. 6d. net.
Messrs. Harrap offer a varied list of books, all excellent in form and content. The story based on the guilds is extremely interesting, and modern adventurers are admirably described by Messrs. Tiltman and Bridges. In this volume the illustrations are from photographs. The "Treasury of Tales" is a capital idea, and, did price permit, we should suggest it as a reading book for schools. As we expect from Harrap books, the printing and binding have distinction and charm.

W. HEFFER AND SONS, LTD.

- The Lord's Minstrel : The Story of S. Francis of Assisi : by C. M. Duncan Jones. 7s. 6d. net.
A charming story of St. Francis, adapted for children and illustrated by some excellent coloured pictures prepared by Estella Canziani. The style of the version is pleasantly reminiscent of the older narratives.

SAMPSON LOW, MARSTON, AND Co., LTD.

- The House of Doug : by Bertha Leonard. 2s. 6d. net.
Pat of the Fifth : by Mary L. Parker. 2s. 6d. net.
The Lion's Whelp at School : by Rowland Walker. 2s. 6d. net.
The Fellows of Ten Trees School : by R. A. H. Goodyear. 2s. 6d. net.
Scout Grey—Detective : by R. L. Bellamy. 2s. 6d. net.
A set of five stories, all interesting in their various ways, and remarkably cheap as first issues, for each volume is an inch and a half thick.

MACMILLAN AND Co., LTD.

- Alice's Adventures in Wonderland : by Lewis Carroll. 6s. net.
Through the Looking-glass : by Lewis Carroll. 6s. net.
These are substantial and stout editions of the Alice books, printed in large type with very jolly coloured illustrations—versions of the original Tenniel drawings. We could wish that the cloth covers had been less garish and more in keeping with the contents.

METHUEN AND Co., LTD.

- The Joy of Life : by E. V. Lucas. 6s. net.
The Wind in the Willows : by K. Grahame. 7s. 6d. net.
Now we are Six : by A. A. Milne. 7s. 6d. net.
Songs from Now we are Six. 7s. 6d. net.
These four books would form a complete Christmas gift for an entire family. A charming anthology, chiefly drawn from living poets, and by E. V. Lucas, supported by the delightful prose of Kenneth Grahame, and supplemented by verse and song from the pen of A. A. Milne. Here is joyous entertainment for the whole of a holiday season.

GEORGE NEWNES, LTD.

- The Animal Book : by Enid Blyton. 3s. 6d. net.
A book which is admirably designed to interest children in the life and ways of animals. The black and white illustrations by Kathleen Nixon are a useful addition, but we award the palm to the coloured pictures by Warwick Reynolds.

C. ARTHUR PEARSON, LTD.

- Jill Lone Guide : by Ethel Talbot. 3s. net.
The Young Cavalier : by P. F. Westerman. 3s. 6d. net.
Pat of the Pony Express : by F. Haydon Dimmock. 3s. 6d. net.
Trawler Boy Dick : by Geoffrey Prout. 3s. 6d. net.
These four stories are all attractive in their several ways, but we confess to a liking for the experienced pen of Mr. Westerman. Mr. F. Haydon Dimmock tells a capital tale of the West.

SEELEY, SERVICE, AND Co., LTD.

- Chemical Amusements and Experiments : by C. R. Gibson. 5s. net.
Dick Valliant, Naval Cadet : by Lieut.-Com. J. Irving, R.N. 5s. net.
Mr. Charles R. Gibson is well known to our readers, and in his latest volume he displays his wonted skill in making science studies attractive. The sea tale by Lieut.-Com. J. Irving is the real stuff.

RAPHAEL TUCK AND SONS, LTD.

- Father Tuck's Annual. 5s. net.
Little People's Annual. 4s. net.
Excellently produced and attractively illustrated, these annuals are sure of a welcome.

WARD, LOCK, AND Co., LTD.

- More Rhymes and Riddle. 1s. net.
My Picture Book of Sailors. 1s. 6d. net.
Bo-Peep's Big Nursery Story : by H. G. C. M. Lambert. 2s. 6d. net.
A Disagreeable Girl : by Jessie L. Herbertson. 5s. net.
Winkles—Schoolboy Detective : by R. Walker. 5s. net.
Robin Hood and his Merry Men : by E. C. Vivian. 6s. net.
The Wonder Book of Engineering Wonders. 6s. net.
The Wonder Book. 6s. net.
The "Wonder Books" are literally wonderful, being handsome volumes and full of interesting fare. The "Rhymes and Riddles," with their "follow the dot" device, are vastly entertaining, and the "Picture Book of Sailors" is a collection of photographs excellently reproduced, giving a vivid picture of life in the Navy. The remaining volumes are sure to attract youngsters of the "prep. school" age.

History.

- QUEEN ELIZABETH : by I. Plunket.
THE AGE OF DISCOVERY : by R. Power.
ROBERT CLIVE : by R. Gatty.
SIR FRANCIS DRAKE : by J. D. Upcott. (G. P. Putnam's Sons. 2s. 6d. each.)

It is a pleasure to read such delightful volumes which make history fascinating. The first two books are not histories—they are romances. All are illustrated and will be welcomed by juniors.

H.C.

SOCIAL AND INDUSTRIAL HISTORY OF BRITAIN: by A. A. W. Ramsay, M.A., Ph.D. With a foreword by Professor J. F. Rees, M.A. (W. and R. Chambers. 3s.)

This is as good an industrial history as any school book of its size and type, and very much better than most of them. Its range is wide; Scotland as well as England is dealt with. There are chapters on taxation, money, banking, on *laissez-faire*, the Humanitarians (18th-19th centuries), the old and new poor law, trade unions, the State, free trade, and Imperial preference. These are additional to the usual thread of social and economic history.

The questions set at the end of the chapters are more definite and practical than such questions are wont to be, and with these there are usual notes on "Suitable additional reading."

The style is simple, readable, and interesting; the paper and type are good. A very useful school book for schools where history is not confined to the political story. R. J.

HISTORY CHARTS: ENGLAND AND FRANCE: by F. J. Weaver, M.A. (Nelson. 1s. 6d.)

Making history charts and diagrams is variously regarded as a fad, an aid, a stimulus, a waste of time, an egoism, an educational avenue, and a mental aberration. For some people, of whom the present writer is one, its fascination is perennial. There seems no end to the variety of forms that chart and diagram can take. Mr. Weaver's charts are not exactly like anyone else's. They instantly provoke the question: "What will be the appeal and reaction in a class working on them?" And, of course, no one exactly knows till trial is made. Certainly they are promising. They have, first of all, none whatever of the commonest fault, which is putting too much in. Secondly, they are flexible in application. There is room for the individual teacher, and the individual scholar also, to adapt and fill in.

In this set French history is linked with English history throughout, but that also may be omitted or filled out. It is the simplest and most flexible of chart schemes, and deserves a trial. R. J.

JUNIOR TEST PAPERS IN HISTORY: by H. S. Newman. With "Points Essential to Answers." (Sir Isaac Pitman and Sons. 4s. 6d.)

A capital series of questions, grouped by periods, for the use of candidates preparing for the locals and examinations of similar standard.

The suggested points for answers are well put and should be very useful to private students, and possibly to non-specialist teachers, who will thereby be saved some time and trouble.

We are inclined to think that 4s. 6d. is rather dear, but the questions can be obtained separately for 1s. 3d.

THE TABARD SERIES OF HANDBOOKS OF ENGLISH HISTORY (Sampson Lowe, Marston, and Co., Ltd.)

HISTORY STORIES FOR LITTLE FOLK: by Marjorie Bevan (1s. 10d.)

THE STUART PERIOD: by Tom Bevan. (2s. 3d.)

WATERLOO TO THE PRESENT DAY: by Tom Bevan (2s. 6d.)

Of the making of school history books there would appear to be no end, and we still hear from many quarters that history is the weakest subject in most ordinary schools, and yet as much as *two whole periods* a week are often devoted to the elements of political, social, and economic history (*sic*). However, Miss Bevan's history stories are well up to the mark.

Mr. Bevan has chosen and arranged his material very judiciously, and although of necessity the books are closely packed, they are not dry. We think that these handbooks should prove a real help to "upper tops" (what a jargon!) in elementary schools, and the middle forms of private and secondary schools. They should be useful for private study, revision, and in particular as an accessory to the teacher's oral lessons. Scholars who have to rely solely on their oral lessons too often leave school with a very vague and scanty historical equipment, and it would do such as these no great harm if they knew handbooks as useful as Mr. Bevan's by heart.

THE BEGINNER'S ANCIENT HISTORY: by J. B. Newman. (G. G. Harrap. 2s. 6d.)

Mr. Newman has produced a very useful and interesting ancient history which junior forms will thoroughly enjoy with profit. But the author has made a mistake. Speculation is prohibited to the historian; it is the prerogative of the ethnologist and the anthropologist seeking the facts of which history is the record. Speaking of palæolithic man, Mr. Newman states:

"Doubtless they were cruel and bloodthirsty," and later: "Fathers and mothers fought fiercely for the children, and all fought valiantly for the little tribe and its village against ravaging beasts or equally dreaded strangers."

This, of course, is pure speculation, and possibly based on the old idea that man is naturally pugnacious and warlike. As it happens, a formidable school of anthropologists have produced abundant evidence to show that the idea is without foundation. We hope that Mr. Newman will remove these two passages at the next reprinting of this book (for the book is worthy of wide circulation), and thus enhance the value of a well-written textbook.

ENGLISH HISTORY IN FORMS OF HISTORY: by D. C. Cousins. (Allen and Unwin. 12s. 6d.)

D. C. Cousins is a man after our own heart for two reasons: (a) He knows what he wants and manages to get it, and (b) he knows that every student of history is not necessarily an honours history man. Upon opening this book of essays, one is filled with a desire to laugh, for not one but many sizes of type adorn each page. Further, only one side of the page bears printed matter. But the laughter is premature. Perusal of the book proves that the publishers were wise to let the author decide how the essays should be presented, for the novel type is exceptionally restful to the eye, and the important details stand out from the text very strikingly. One fears to abuse a good friend, and good books are silent friends, yet the very excellence of the essays and the presence of the opposite blank pages compel us to make copious pencil notes in the very place where they are most useful.

The "essays" are really digests of answers to outstanding questions, constitutional and political, covering the period 1066-1688, and the author has observed a very strict economy of material, as the following extract will show:

ECCLESIASTICAL POLICY OF ELIZABETH, as compared with HENRY VIII's.

A. HER CLAIM was *not*, as *Henry's was*, to be a **CHANNEL OF GRACE**, consecrator of bishops: but to be "**GOVERNOR**" of religion, with indefinite *disciplinary power*.

∴ her reversal of Mary's changes began with **ACTS OF SUPREMACY, 1559.**

The book is a model of great knowledge and wide reading, presented in such a way that a boy of fourteen could understand and appreciate every essay. Yet the standard of the work is so high that the work would be valuable to an honours student. Humour is not absent from its pages, for the hero of ten-sixty-six fame is shorn of his glory in a novel way. He figures in one essay as "Will. I," accompanied by "Hen. I."

Teachers of history will find the book a seemingly inexhaustible mine of information on English history, and, though the price is high, the work is relatively inexpensive. It is not a book to put in one's library: it is a book for form work and daily reference for the teacher, and a source of inspiration and of guidance in essay construction for those seeking graduation. Author and publishers are to be congratulated on the production of so valuable a book. H.C.

THE TABARD SERIES OF HANDBOOKS ON BRITISH HISTORY. by H. Court, B.Sc.(Econ.), and L. Court, L.L.A. (Sampson Lowe, Marston, and Co. 2s. 6d. each.)

THE STORY OF BRITISH GOVERNMENT.

THE STORY OF BRITAIN'S TRADE AND COMMERCE.

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A further and praiseworthy attempt to popularize the study of elementary economics in schools.

These handbooks are closely packed with informative and interesting matter which no doubt it would be well for young people to assimilate before leaving school, but in practice it is, we think, a hard task indeed, even for enthusiastic teachers, to make the elements of this subject really attractive to young children—at any rate, beyond the limits of Arnold Foster's well-known elementary school classic. The average child in most cases finds even the best written manuals on this subject

hard and dull—he lacks the historical background of facts necessary for due appreciation. It is, perhaps, a good plan to divide the subject into three parts as the writers have done, but with the scanty time perforce allotted to history in ordinary schools we imagine it would be hard to cover the ground they have traversed.

However, for more advanced and older pupils these manuals will be helpful as a supplement to their oral lessons, and they should certainly be put in the school library for reference and revision.

The books are well produced, and the first two volumes contain some good and interesting illustrations.

Mathematics.

AN INTRODUCTION TO PRACTICAL MATHEMATICS: by F. M. Saxelby, M.Sc., B.A. New edition. (Longmans, Green, and Co., Ltd. Pp. viii+232. N.P. 1927.)

This book was written some twenty years ago for evening students in engineering and others who for various reasons had not obtained much mathematical equipment while at school. In the latest edition the author has added a chapter on the elements of geometry, both to assist his students with their geometrical drawing and "also for the sake of their subsequent progress in mathematics and other subjects." As may be gathered from the title, the book is largely concerned with the applications of mathematics to the problems of everyday life, but the fundamental conceptions are carefully dealt with, and anyone working through the numerous examples should obtain a good grounding in the subject. The book has had a steady sale in the past, and this pleasant state of affairs seems likely to continue.

R.S.M.

Science.

THE GROUNDWORK OF MODERN SCIENCE: by J. M. Moir, M.Sc. (Longmans, Green, and Co., Ltd. 1927. Pp. ix+236. 3s. 6d.)

This book is described as "a two-year course of experimental general science." Unlike most books of this type, it is not confined exclusively to elementary physics and chemistry, for two out of the twelve chapters are devoted to "life on the earth," and in these an introduction to the biology of plants and animals is given. In such a course a breadth of outlook is obtained, and the dangers arising from early specialization are largely avoided.

R.S.M.

General Science.

ELEMENTARY GENERAL SCIENCE: by J. B. Jenkins, M.A., B.Sc. **FIRST YEAR'S COURSE.** (Pp. viii+149.)
SECOND YEAR'S COURSE. (Pp. vii+171. G. Bell and Sons. 1927. 2s. each.)

The purpose of these books is adequately described by their titles. The subject matter includes the first principles of physics and chemistry, and the course forms a suitable introduction to those two branches of science. The novel feature of the book is that "the subject matter is dealt with under three parts," labelled respectively "Practical," "Theoretical," and "Applications," and consequently in order to deal with any one subject completely it is necessary to look in three different places in the text. Exactly what advantage this arrangement has over the usual method of presentation is not quite clear.

R.S.M.

BLACK'S ELEMENTARY SCIENCE NOTE-BOOKS, NO. I: PHYSICAL MEASUREMENTS AND ELEMENTARY PRINCIPLES OF MECHANICS: by G. N. Pingriff, M.A., B.Sc. (A. and C. Black, Ltd. N.P. 1927. Pp. 64.)

This is the first of a series of laboratory note-books designed for children taking an elementary science course. Printed instructions are given for each of the 21 experiments, and the pupils are required to write their numerical results in the spaces provided. The experiments chosen are quite suitable for beginners, but it is an open question whether this "spoon feeding" is a really desirable method of teaching.

R.S.M.

Geography.

A COMPLETE SCHOOL GEOGRAPHY, Vol. II: by E. G. R. Taylor. (Methuen. 5s. 6d.)

This volume completes the study of the world. The opening chapters are devoted to political geography of the world and a study of frontiers. These are followed by the economic geography of Europe, North America, and Japan, countries where industries and commerce have reached an advanced stage. In the second part of the book Asia and the Southern Continents are studied—

countries which still have considerable areas undeveloped. In these chapters space is devoted to labour problems and other factors retarding their development. A most useful chapter is that on the resources of the British Empire, its supplies of raw material and food, and the markets for its manufactured goods.

The book is profusely illustrated with various kinds of sketch maps and diagrams, all of which are clear and show careful selection and combination of the right facts. A list of suggestions for further study is appended, making the book and its accompanying volume a valuable reference book for secondary schools.

L.M.W.

Chemistry.

ELEMENTARY PRACTICAL PHYSICAL CHEMISTRY: by J. F. Spencer, D.Sc., F.I.C. (London: G. Bell and Sons, Ltd. 1927. Pp. vi+263. 5s.)

The teaching of chemistry involves, even in its early stages, instruction in the elementary principles of physical chemistry. The instruction will be more real and valuable if it is accompanied by exercises in the laboratory. Dr. Spencer's book attempts successfully to provide a course of experiments in physical chemistry which may be used in the upper forms of schools and by the junior students in colleges, the necessary apparatus being such as is generally found in school laboratories. Rather more than 100 experiments are described, the majority of which can each be completed within an hour or an hour and a half. Full details are given, and it is perhaps in this connection that criticism may be given, since in some cases there is unnecessary duplication of descriptive matter, as may be seen by reference to pp. 44 and 79, where the Beckmann boiling point apparatus is described in much the same terms, and Fig. 32 is practically a duplicate of Fig. 22.

The book should satisfactorily achieve the purpose for which it is intended.

T.S.P.

A COURSE OF VOLUMETRIC WORK: by E. Clark, B.Sc. (London: Sir Isaac Pitman and Sons, Ltd. 1927. Pp. vi+146. 4s. 6d. net.)

This book covers acidimetry and alkalimetry, estimations using silver nitrate, potassium permanganate and potassium dichromate, iodimetry, and certain unclassified estimations of general use. The instructions given are very full and complete, and are evidently the result of the experience gained by the author at the Royal Technical College, Salford, in explaining the difficulties met with by students. It is suggested by the reviewer that there is one thing missing, namely, caution against the use of too small volumes in titrations. Students often have no idea of the error involved in a titration value of 5 cc. as compared with 25 cc. Perhaps a knowledge of this is assumed to have been otherwise obtained, as also a knowledge of the methods of using measuring apparatus, which are not given in the book. There are very few misprints, and occasionally such a statement as the following is made: "It is impossible to directly titrate such a solution directly with . . ."

The author hopes that the course will prove useful in other institutions. The reviewer is of the opinion that the hope will certainly be realized.

T.S.P.

GENERAL CHEMISTRY: by Thomas P. McCutcheon, Ph.D., and Harry Seltz, Ph.D. (London: Chapman and Hall, Ltd. 1927. Pp. x+415. 16s. net.)

This book is divided into two sections. In the first section, which contains fifteen chapters, the theoretical parts of inorganic chemistry are dealt with, the method of treatment being based essentially on law of mass action and on the electrolytic dissociation theory. Generally speaking, the treatment is satisfactory. The second section, consisting of twenty-six chapters, is essentially a summary, or, perhaps better, an abstract of the facts of inorganic chemistry, the arrangement being in accordance with the periodic classification of the elements. As such, it can be only used with advantage in connection with full lecture notes or with a larger text-book. The information, as given, is often too condensed to convey much idea of the process used, as, for example, in the statement that "ammonium persulphate is made by electrolysis of a cold concentrated solution of ammonium sulphate." Occasionally wrong statements are made, as when it is mentioned that nitrous oxide is practically insoluble in water and that ammonia is directly oxidized to nitric acid in the catalytic process.

The book could be used with advantage only when there is very close co-operation between the instructor and his students. It is only fair to say that it is intended to be used in this way.

T.S.P.

Geology.

THE ELEMENTS OF GEOLOGY: by Mary A. Johnstone. (Nelson. 3s. 6d.)

This is a readable little book that should prove of value to those who as yet have not become deeply immersed in the throes of geology. The subject is treated in a fresh and interesting manner. The rocks are dealt with according to their age and as they fit into the story of the earth's history. The treatment is such that we are made familiar, not only with the rocks, their formation and characteristics, but we are given a picture of the British Isles at the time of the origin of the various rocks. The narrative treatment makes the book a readable one, while the excellent illustrations and diagrams add further to its attraction. The text is free from formulæ, but appendices are added in which these are to be found. L.M.W.

Physics.

ELEMENTS OF PHYSICS: by R. A. Millikan, Ph.D., Sc.D., and H. G. Gale, Ph.D., being a revision of the authors' "Practical Physics" done in collaboration with W. R. Pyle, B.S. (Ginn and Co. 1927. Pp. xiii+509. 7s. 6d.)

The purpose of this interesting book is best described by some extracts from the preface. The authors' "chief aim from the beginning has been to present elementary physics in such a way as to stimulate the pupil to do some thinking on his own account about the hows and the whys of the physical world in which he lives. Hence as to subject matter they have included in this book only such subjects as touch closely the everyday life of the average pupil. In a word, they have endeavoured to make it represent the everyday physics which the average person needs to help him to adjust himself to his surroundings, and to interpret his own experiences correctly." The preface then goes on to state the standard of the course which has been chosen, and it is certain that this course is just as suitable for boys and girls in this country as for those in America. In addition to the formal course, the "pedagogical expedient . . . has been adopted of presenting an incidental picture course on the history of physics both as to outstanding industrial appliances and as to the 'heroes of physics' whose work has made these possible and whose lives lend to the whole subject intense human interest. This consists of ninety-nine full-page illustrations with rather elaborate explanatory legends. No attempt has been made to make these illustrations an organic part of the systematic course presented in the remaining pages. They are introduced rather for the sake of arresting the student's attention, stimulating his interest, and getting before him incidentally a large number of fascinating facts and developments, which he will often not understand fully, but which will nevertheless stimulate him to further studies, and give him problems of his own to work upon. The pupil who is capable of doing more and understanding better than the average run of a class should profit greatly by this feature."

These somewhat lengthy quotations explain the authors' intentions in their own words, and it only remains for the reviewer to offer his congratulations on the splendid way in which these intentions have been carried out. The picture course is a real delight, and the only danger seems to be that boys will be punished for looking at the pictures in class when they are supposed to be learning French irregular verbs! As may be gathered, this is not a cram book for examinations, but it will be eagerly adopted by those teachers who wish to imbue their pupils with the true scientific spirit. The eminence of the authors in the several branches of physics for which they are famous is sufficient guarantee that the subject matter of the book is both up to date and accurate, and that the statements therein may be relied upon. R.S.M.

PROBLEMS OF MODERN PHYSICS: by H. A. Lorentz, Professor in the University of Leiden. (Ginn and Co. 1927. Pp. vi+312. 16s. 6d. net.)

This book is the outcome of a course of advanced lectures delivered by the author at the California Institute of Technology at the beginning of 1922. The lectures have been put into book form by Professor H. Bateman, and the author has added a number of notes on the more recent developments of the subject. These notes form the subject matter of a rather lengthy appendix.

Some thirty years ago physics was tending to be regarded as more or less of a dead science which had nothing further to offer to workers in the way of new discoveries. This idea was quickly

shown to be untrue by Sir J. J. Thomson, whose discovery of the electron marked the beginning of a new epoch in scientific investigation. More recently two other great conceptions—the Theory of Relativity and the Quantum Theory—have completely revolutionized the new ideas, and have opened up the way for a vast quantity of new experimental work. Many problems remain yet unsolved in these fields, and it is of such problems that Professor Lorentz writes. He has a particularly clear style, and, while he does not evade the difficulties, he forces the issue in question clearly before the reader. Consequently these lectures are certain to prove a great stimulus to the research worker in the realms of mathematical physics.

The book is well produced, and the publishers are to be thanked for bringing it out, but it can only be recommended to those readers who possess a sufficient mathematical equipment to enable them to grasp the difficult problems arising in physics at the present time. R.S.M.

SOUND: A PHYSICAL TEXT-BOOK: by E. G. Richardson, B.A., M.Sc., Ph.D. (Edwin Arnold and Co. 1927. Pp. vii+286. 15s.)

There has long been a need for a text-book on sound which will include the modern developments of this branch of physics. Although the mathematical portions of the subject have been fully dealt with in the well-known treatises of Rayleigh and Lamb, there was a noticeable gap in the literature on the experimental side, and this book will meet a real need. Without in any way being forced into a definite syllabus, "the book covers all that a candidate for the pass and honours examinations of British and American universities should require," and it may be warmly recommended to students preparing for such examinations. At the same time the book will be indispensable to the research worker on sound because of the splendid bibliography which includes "references to all complete papers, which have appeared in the generally circulating scientific periodicals during the last twenty years."

The first chapter is entitled "The Velocity of Sound," and, in addition to the ordinary treatment of the subject, there is an interesting discussion of the anomalous propagation of sound as manifested in the great explosions at Silvertown in 1917 and La Courtine, France, in 1925. The modern experiments on the velocity of sound in liquids, particularly in water in connection with submarine signalling, are also described. After a more mathematical chapter on the general theory of vibrating systems, the author passes on to transverse, longitudinal, and torsional vibrations, with especial reference to the production of sounds in the several cases. The experimental work of Krigar-Menzel and Raps, and of Raman, on vibrations of the strings of instruments of the violin family, receives well-deserved attention, and there are also discussions of standard tuning forks. Chapter six deals with Prandtl's theories on vortex formation—"work which has not yet found its way into the text-books of physics, despite the test of twenty years' successful application to aeronautics." The remaining portion of this section is devoted to Strouhal's "Æolian Tones," a subject on which the author has himself done much work. The next chapter is chiefly concerned with organ pipes, and Dr. Richardson is a supporter of the "edge tone" theory of maintenance, although he makes it clear that the problem is by no means so well understood as was imagined some twenty years ago. The analysis of sound in air is dealt with fully in chapter nine, and in this connection it is pleasing to see that Miller's work with the Phonodeik is properly recognized. In the portion of this chapter on analysis by means of resonators the Tucker and Paris hot wire microphone and the Rayleigh disc are adequately described.

Probably the most interesting chapter is the last, which, while entitled "Technology," is really concerned with acoustics of buildings and sound ranging. The pioneer work of Sabine and of Watson on reverberation in theatres and halls is still practically unknown in this country, and it is surprising how few physicists know anything of the scientific laws underlying architectural acoustics. Sound ranging reached a high pitch of technical perfection during the war, and, while it is to be hoped that no further progress will be necessary along such lines as caused the subject to come into existence, it nevertheless appears possible that in the future there may be strong commercial developments, particularly in the direction of prospecting for minerals.

This is a very important work, and one which for many years should rank among the standard treatises on the subject. R.S.M.

Botany.

A SHORT HISTORY OF BOTANY: by R. J. Harvey-Gibson, C.B.E., D.L., M.A., D.Sc. (J. M. Dent and Sons, Ltd. 2s. 6d.)

We may say perhaps that when a science has a history it has reached a certain position of dignity. Most laymen may be inclined to think of botany as a very young science, but actually, as the learned author of this interesting little volume shows, botany has quite a lengthy history. It is becoming usual to require students reading for degrees in science to know something of the history of the science they are studying. Poor students! There seems no end to the tasks demanded of them. But a sound knowledge of the progress of any science, a familiarity with the theories which have been put forward and later abandoned, must make the study of the science itself more meaningful. We have pleasure in recommending the work to students—may we also assure others that they will find this story of the pursuit of truth, attended by difficulties hardly overcome, one of great interest. J.R.

General.

PLATONISM AND THE SPIRITUAL LIFE: by George Santayana. (Constable, Ltd.)

The realm of ethics will always be a set of concentric circles, but in Mr. Santayana's book we find, if not an issue, at least an elucidation. Frequently the essence of thought loses potency when distilled; but here are difficult hypotheses embedded in prose like glass. Although concerned in establishing the relation of Platonic doctrine to the highest form of spiritual life, it is to analysis of the latter that Mr. Santayana is principally drawn. The treatise on Platonism is interesting as an interpretation, and even as a continuation—geometrically calculated from a given principle—whereas that section of the book dealing with spiritual life forms part of the author's original philosophy, and enables us to trace the gradual development of his views from such early manifestations as "The Sense of Beauty" and "Interpretations of Poetry and Religion" to ultimate anchorage among the tenets of Platonism—a philosophy which, we are told, were it ever lost as a tradition, would presently be revived as an inspiration. Since this, at least, is clear, he makes no attempt to dispel the ambiguity of other doctrines; his method is simplified, his attitude neither biased nor bigoted, but largely based on the dogmas of Aristotle, Kant, Plotinus, and Socrates.

"Values are for the Platonist," says Dean Inge, "not only ideals, but creative power," but Santayana affirms that spiritual life is *not* a worship of values—on the contrary; it is the exact opposite; it is disintoxication from their influence, viz.: "It is not because other people love what I love that, if I am a free spirit, I love it, nor because I have always loved it or must always love it in future, but because it is lovely as I see it now." In Christianity, as well as in Platonism, the abstract moralities are hypostatized and systematized to guarantee a necessary set of human values. "Life," according to the Platonist, "has been kindled and is alone sustained by the influence of pre-existing celestial models." These exercise "a miraculous and magnetic control over formless matter, inducing in it, here and there, an inward striving to imitate their forms." Again we are told that "The divine spirit burned with such an intense and concentrated fire, it was so rich in its inner being, it overflowed into a celestial hierarchy of so many choirs, all superior to man, even on earth it found so many marvellous and amiable non-human manifestations, that man with his two-footed featherlessness and his political artifices, lost his ancient Hellenic dignity." Strange admixture of moralism and mythology! But Mr. Santayana's readers cannot but appreciate his study of a creed as urgent and indestructible to-day as in the fifth century, and possessing, as defined by Plato himself, "Four sections that are four passions in the soul; pure reason answering to the highest; intelligence to the second; faith to the third; and, to the last, conjecture." N.S.

THE MERCHANT AT ARMS: by Ronald Oakeshott. Abridged for school use. (Longman's Class Books of English Literature. 2s.)

A capital yarn. The action takes place during the reigns of Richard III and Henry VII, a period which has not been overworked hitherto by purveyors of historical novels. This story contains all the ingredients which make for popularity with young people, and will doubtless prove to be a prime favourite.

An interesting addition to an excellent series.

TRAVELLING COMPANIONS (Dickens, "Old Curiosity Shop").
FIRE AND DARKNESS (Lytton, "Last Days of Pompeii").
THE RIOTERS (Bronte, "Shirley"): edited by Richard Wilson. D.Litt. (Nelson and Sons. 1s. each.)

These attractive little volumes are additions to "Books within Books," an excellent series of readers which we have already had occasion to mention with approval.

They are not merely selections, but consist of episodes complete in themselves. The modern child, to whom the complete novel might appear somewhat long and diffuse and even difficult to follow, should not be able to resist these fascinating little books, and will doubtless be induced, after their perusal, to ask for and enjoy the originals.

TALES FROM THE CHRONICLES FROM BEDE TO FROISSART: edited by Arthur Sharp. (T. Nelson and Sons. 10d.)

This little book consists of extracts from contemporary chronicles, modernized and adapted for the use of young people, and designed to accompany and illustrate Part I of Nelson's History Practice Book IV.

The idea is a sound one, and is well carried out. The selections are from Bede, Roger of Wendover, and Froissart, and there is one brief extract from Piers Plowman. A number of well-chosen and suggestive questions are appended.

The only criticism we might make is that we should have liked more chronicles and more extracts, but it would perhaps be unfair to expect this for a modest tenpence in these days!

SHIPS AND SEAFARING: by Arthur O. Cooke. (10d.)

PORT OF LONDON: by A. G. Linney. (1s.)

ROUND THE WONDERFUL WORLD, PART III: by G. E. Mitton. (T. Nelson and Sons. 1s.)

These books are designed as reading companions to those volumes of Nelson's Geography Practice which deal respectively with the British Isles and Asia. We can cordially recommend them. All three are well produced, well illustrated, and remarkably cheap, and are packed with interesting and instructive matter.

Mr. Cooke's "Ships and Seafaring" is particularly well done, and will make a strong appeal to all boys who are interested in nautical matters. He conceals his small dose of powder with a most liberal allowance of jam. Altogether a fascinating little volume, and off the beaten track.

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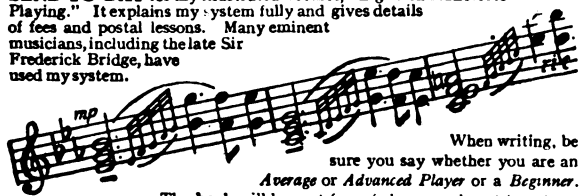
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NEWS FROM THE PUBLISHERS.

Messrs. B. T. Batsford have just issued their new "Manual Arts Catalogue," which has been thoroughly revised and largely extended. This catalogue contains descriptions of about 350 books grouped under headings of crafts, arranged alphabetically. Over forty crafts are represented, among which are basketry, building construction, carpentry and joinery, clay and other modelling, design, leatherwork, needlework, textiles, upholstery, and woodwork.

The Cambridge University Press have just published Sir Thomas Browne's "Christian Morals," edited, with an introduction and notes, by S. C. Roberts. The text is that of the second edition, which was annotated by Dr. Johnson and with which his "Life" of Sir Thomas Browne first appeared. The same press have also just published G. G. Coulton's "Five Centuries of Religion," Volume II ("The Friars and the Dead Weight of Tradition, A.D. 1200-1400"), and Volume II, Part I, of "The Old Testament in Greek," edited by Dr. A. E. Brooke, Norman McLean, and Dr. H. St. John Thackeray. This part contains I and II Samuel.

Messrs. Constable announce in their November monthly list that they have now ready, and will be sent free to any applicant, the first four numbers of a new series of folders of which the general title is "Critics and Constable Books." The idea of this series is to quote the opinions of four or five really important literary critics on certain Constable publications and for the benefit of persons overseas or otherwise out of touch with London literary journalism, to summarize the critics' personal achievements, which, after all, give the real weight of their judgments.

We are asked to give publicity to the statement of the directors of **Messrs. Methuen and Co., Ltd.**, of whom Mr. E. V. Lucas is chairman, that no change in the character or personnel of the firm is contemplated by them, and that the rumours that the business is to be absorbed by any other firm are groundless.

"From Brain to Keyboard."

Mr. Macdonald Smith, who for twenty years has issued his courses of postal pianoforte tuition under this description, from 19, Bloomsbury Square, has found it necessary to remove his school to more extensive premises at 94, Gower Street, W.C.1. The efficiency of Mr. Smith's methods may be judged from the fact that many distinguished musicians, including the late Sir Frederick Bridge, have used and heartily endorsed his "Brain to Keyboard" system of pianoforte playing.

The Birkbeck Play.

For nearly a decade the Annual Elizabethan Revival at Birkbeck College has been a notable event in the dramatic year. Time and again the anonymous players have given students of literature a unique opportunity of testing the dramatic quality of plays of great historical importance. This year they are returning to somewhat more familiar ground by presenting Ben Jonson's master comedy, "The Alchemist." Two public performances will be given on December 9th and 10th in the fine theatre of the college.

Training in Citizenship. A Free Pamphlet.

Following the article on the teaching of civics which appeared in our issue for November, we have received from Miss E. M. White a letter in which our readers are offered a free copy of an extremely useful pamphlet containing a number of valuable suggestions on the teaching of civics, with notes on books. Those who wish for a copy should send an addressed and stamped foolscap envelope to Miss E. M. White, Westcroft, Norton Road, Wembley, Middlesex.

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(Continued on page 440.)



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THE Thirty-Eighth Annual Conference of the Society will be held at the Hotel Metropole, Northumberland Avenue, London, beginning on Monday, the 2nd Jan., and ending on Saturday, 7th Jan., 1928.

PROGRAMME.

MONDAY, 2nd JANUARY, 1928.

8-30 p.m. RECEPTION by the PRESIDENT of the Society and the Members of the London and Home Counties Centre.
WHITEHALL ROOMS, Hotel Metropole. Music.

TUESDAY, 3rd JANUARY, 1928.

- 11-0 a.m. OPENING MEETING in the EGYPTIAN HALL, the Mansion House, London.
The Right Hon. the Lord Mayor of London (SIR CHARLES BATHO) will preside at this meeting and deliver an Address of Welcome on behalf of the City of London.
ERNEST MARKHAM LEE, Esq., M.A., D.Mus., F.R.C.O., President of the Society, will deliver an Address.
(*Academic Dress or Uniform.*)
- 5-0 p.m. WHITEHALL ROOMS, Hotel Metropole.
Lecture by PERCY SCHOLDS, Esq., B.Mus. Subject: "DUO-ART."
- 9-0 p.m. WHITEHALL ROOMS, Hotel Metropole.
Concert of CHAMBER MUSIC.
The Spencer Dyke Quartet: Spencer Dyke, Bernard Shore, Tate Gilder, B. Patterson Parker.
John Goss and the Cathedral Male Voice Quartet.
Accompanist: Orton Bradley.

WEDNESDAY, 4th JANUARY, 1928.

- 10-0 a.m. WHITEHALL ROOMS, Hotel Metropole.
ANNUAL GENERAL MEETING of the Incorporated Society of Musicians (Members only).
- 3-0 p.m. WHITEHALL ROOMS, Hotel Metropole.
JOINT MEETING of the Music Masters' Association and the Members of the Society.
Lecture by PROFESSOR P. C. BUCK, M.A., D.Mus. Subject: "DATES."
- 7-0 p.m. ANNUAL BANQUET, HOTEL METROPOLE.

WEDNESDAY, 4th JANUARY, 1928—contd.

- MUSIC MASTERS' ASSOCIATION.
At the Hotel Metropole.
- 10-30 a.m. Committee Meeting.
- 11-0 a.m. Annual General Meeting (Members of the M.M.A. only).
- 11-45 a.m. Lecture, to which Members of the I.S.M. are invited.

THURSDAY, 5th JANUARY, 1928.

- 10-30 a.m. WHITEHALL ROOMS, Hotel Metropole.
Lecture by H. C. COLLES, Esq.: "ABOUT MUSICAL APPRECIATION."
- 12-45 p.m. Meeting of Incorporated Society of Musicians Lodge, No. 2881.
- 5-0 p.m. WHITEHALL ROOMS, Hotel Metropole.
A Paper will be read and a discussion opened by SIR HENRY COWARD. Subject: "JAZZ."
MR. ARTHUR BLISS and MR. REGINALD BATTEN will take part in the discussion.
- 8-0 p.m. THE QUEEN'S HALL.
The Royal Philharmonic Society Concert.
Overture, "Leonore," No. 1 (*Beethoven*).
Symphony, "Unfinished" (*Schubert*).
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FRIDAY, 6th JANUARY, 1928.

- 10-30 a.m. WHITEHALL ROOMS, Hotel Metropole.
Lecture by NORMAN O'NEILL, Esq., with Pianoforte Illustrations. Subject: "ORIGINALITY IN MUSIC."

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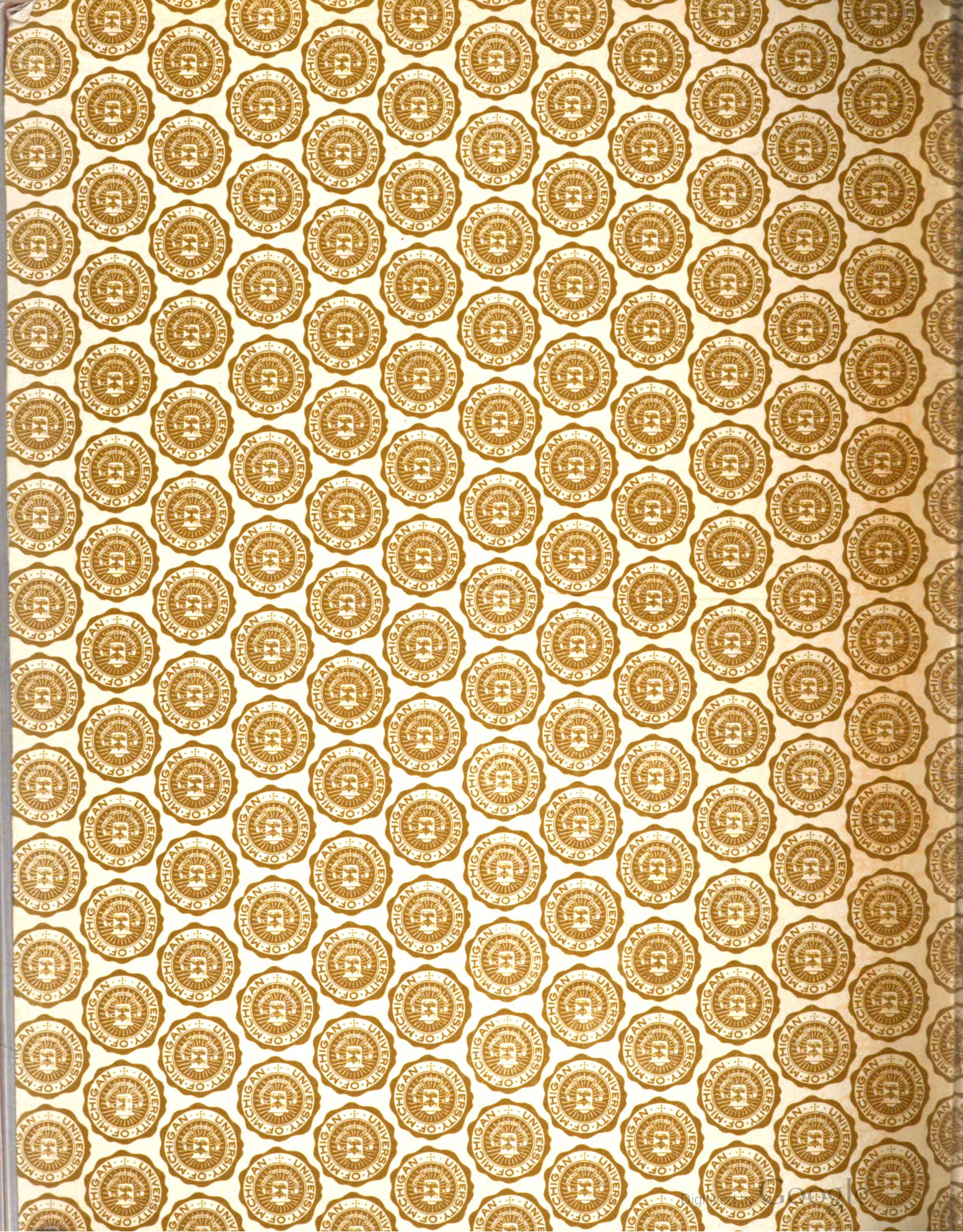
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